

Communication Arts K-12 GLE Glossary

NOTE: The purpose of this glossary is to ensure that Missouri educators have common understandings for important terms used in the Grade Level Expectations. The glossary should not be used as a “vocabulary list” of words for students to learn/memorize. Additionally, it should not be used by teachers to determine the focus of instruction at each grade level. Instead, the GLEs should be used for the purpose of determining “what needs to be addressed” at/within each grade-level.

Kindergarten		
alliteration	repetition of the initial consonant sounds in stressed syllables or words in sequence; a “sound device”	W2F
audience	the author’s awareness of audience: writing for a specific purpose with a specific reader or group of readers in mind	W3E
concepts of print	conventions of print; the understanding an individual has about the accepted practices that govern the use of print and the written language (e.g., reading left to right and top to bottom, words are made of letters, use of spaces between words use of upper- and lower-case letters, spelling patterns, punctuation, etc.)	R1A
cueing systems	any of the various sources of information aiding in the identification of an unrecognized word and helping readers construct meaning from print (e.g., phonics, grammar, context, word parts, and text structure)	R1G
directionality	the ability to accurately perceive spatial orientation of print (e.g., the print concept of reading from left to right and top to bottom)	W2A
draft	writing ideas in a rough, unpolished form; the preliminary version of a piece of writing	W1A
environmental print	print and other graphic symbols, in addition to books, that are found in the physical environment	R1D
fiction	imaginative narrative in any form of presentation that is designed to entertain, as distinguished from that which is primarily designed to explain, argue, or merely describe (As a genre, fiction may include short stories, novella, novels, drama, and narrative poetry.)	R1I
high-frequency words	common words that appear often in written or spoken language (e.g., the, of, and, a, to, in, is, you)	R1D
infer	to draw meaning from a combination of clues in the text without explicit reference to text	R1G
media	means of communication, including print and visual works, live and television/film/video performances, audio, Internet; plural of medium	IL2A
non-fiction	writing that concerns real events and is intended to explain, inform, persuade, or give directions (e.g. autobiography, biography, memoir, essay, workplace communications)	R1H
phonemes	smallest sound unit of spoken language (English has approximately 44 phonemes. Some words, such as “a” or “oh,” have only one phoneme. The word “if” has two phonemes: /i/ and /f/. “Check” has three phonemes: /ch/ /e/ /k/. A phoneme may be represented by more than one letter.)	R1B
phonemic awareness	an awareness of the sounds that make up words (For example, beginning readers demonstrate phonemic awareness by combining or blending the separate sounds in a word to say the word: /c/ /a/ /t/ is spoken as “cat.”)	R1B
phonics	phonic cues; instruction based on the alphabetic principle that there is a predictable relationship between phonemes (sounds in spoken language) and graphemes (letters that represent the sounds) that can be used to decode and read words	R1C
post-reading skills	strategies used to reflect on reading and integrate new information and concepts with previously learned understandings	R1H
predict	to use context and content clues to anticipate what might happen next	R1G
purpose	writing to explain or inform, to entertain, or to persuade	W3C
read-alouds	prose or poetry that is read aloud with students (Read-aloud texts are generally at a higher reading level than the listener would be able to read and comprehend independently.)	R1G

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Kindergarten, p. 2		
respond to text	to express one's thoughts and feelings about a work to reinforce understanding of the text (Responses may be oral or written, informal or formal, and include retelling the story, journaling, literary analysis, or may take the form of visual or performance art.)	R1H
retell	to give an oral or written description of a story after reading or hearing the text read aloud; a more detailed account than a summary	R1H
rhyme	<p>sound device marked by the repetition of identical or similar stressed sounds</p> <ul style="list-style-type: none"> • perfect or exact rhyme: differing consonant sounds followed by identical vowel sounds, as in "bee" and "see" • approximate rhyme: the final consonant sounds are identical, as in "trip" or "slap" • end rhyme: the rhyming words occur at the end of the lines of poetry <p>internal rhyme: rhyming words occur within the lines of poetry</p>	R2B
rhythm	a sound device characterized by the musical quality created by a pattern of stressed and unstressed syllables	R2B
semi-phonetic spelling	a stage in spelling development in which the spelling represents only the surface sound features of the word (A few letters may represent whole words: "ke" for the word "cookie," or "bk" for the word "book.")	W2E
story elements	basic parts of a story: setting, characters, plot, conflict, point of view, and theme	R2C
vocabulary	the words one can understand and use correctly	R1E

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First Grade		
alliteration	repetition of the initial consonant sounds in stressed syllables or words in sequence; a “sound device”	W2F
analyze	to examine by parsing or breaking down into smaller parts or elements	R1H
audience	the author’s awareness of audience: writing for a specific purpose with a specific reader or group of readers in mind	W3E
automaticity	automatic word recognition; the fast, effortless word recognition that comes with a great deal of reading practice (Emerging and Developing readers may be accurate, but slow and inefficient at word recognition. Continued reading practice helps word recognition become more automatic, rapid, and effortless. Automaticity refers only to accurate, speedy word recognition, not to reading with expression.)	R1D
base words	a word to which affixes may be added to create related words; root word; the basic part of a word that usually carries the main component of meaning and cannot be further analyzed without the loss of identity (e.g., “teach” in “re-teach” or “teaching”)	R1E
classroom resources	reference materials such as a dictionary, thesaurus, handbook, word wall, spellchecker, glossary, or technological tool	R1E
concepts of print	conventions of print; the understanding an individual has about the accepted practices that govern the use of print and the written language (e.g., reading left to right and top to bottom, words are made of letters, use of spaces between words use of upper- and lower-case letters, spelling patterns, punctuation, etc.)	R1A
cueing systems	any of the various sources of information aiding in the identification of an unrecognized word and helping readers construct meaning from print (e.g., phonics, grammar, context, word parts, and text structure)	R1G
decoding strategies	methods of translating symbols into words	R1C
directionality	the ability to accurately perceive spatial orientation of print (e.g., the print concept of reading from left to right and top to bottom)	W2A
draft	writing ideas in a rough, unpolished form; the preliminary version of a piece of writing	W1A
draw conclusions	use of facts and inferences to make a judgment or decision	R1H
environmental print	print and other graphic symbols, in addition to books, that are found in the physical environment	R1D
expository text	types of writing.	W3C
fiction	imaginative narrative in any form of presentation that is designed to entertain, as distinguished from that which is primarily designed to explain, argue, or merely describe (As a genre, fiction may include short stories, novella, novels, drama, and narrative poetry.)	R1I
high-frequency words	common words that appear often in written or spoken language (e.g., the, of, and, a, to, in, is, you)	R1D
infer	to draw meaning from a combination of clues in the text without explicit reference to text	R1G
media	means of communication, including print and visual works, live and television/film/video performances, audio, Internet; plural of medium	IL2A
narrative	types of writing.	W3A
non-fiction	writing that concerns real events and is intended to explain, inform, persuade, or give directions (e.g. autobiography, biography, memoir, essay, workplace communications)	R1H

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First Grade, p. 2		
phonemes	smallest sound unit of spoken language (English has approximately 44 phonemes. Some words, such as “a” or “oh,” have only one phoneme. The word “if” has two phonemes: /i/ and /f/. “Check” has three phonemes: /ch/ /e/ /k/. A phoneme may be represented by more than one letter.)	R1B
phonemic awareness	an awareness of the sounds that make up words (For example, beginning readers demonstrate phonemic awareness by combining or blending the separate sounds in a word to say the word: /c/ /a/ /t/ is spoken as “cat.”)	R1B
phonetic spelling	spelling a word as it sounds	R1B
phonics	phonic cues; instruction based on the alphabetic principle that there is a predictable relationship between phonemes (sounds in spoken language) and graphemes (letters that represent the sounds) that can be used to decode and read words	R1C
post-reading skills	strategies used to reflect on reading and integrate new information and concepts with previously learned understandings	R1H
predict	to use context and content clues to anticipate what might happen next	R1G
pre-reading strategies	activities that take place before reading to access prior knowledge, preview text, assist the reader in predicting the text’s topic or main idea and set a purpose for reading	R1F
purpose	writing to explain or inform, to entertain, or to persuade	W3C
read-alouds	prose or poetry that is read aloud with students (Read-aloud texts are generally at a higher reading level than the listener would be able to read and comprehend independently.)	R1G
reflect	to think about and write or speak one’s views in response to a text or presentation	R1H
respond to text	to express one’s thoughts and feelings about a work to reinforce understanding of the text (Responses may be oral or written, informal or formal, and include retelling the story, journaling, literary analysis, or may take the form of visual or performance art.)	R1H
retell	to give an oral or written description of a story after reading or hearing the text read aloud; a more detailed account than a summary	R1H
rhyme	sound device marked by the repetition of identical or similar stressed sounds <ul style="list-style-type: none"> • perfect or exact rhyme: differing consonant sounds followed by identical vowel sounds, as in “bee” and “see” • approximate rhyme: the final consonant sounds are identical, as in “trip” or “slap” • end rhyme: the rhyming words occur at the end of the lines of poetry internal rhyme: rhyming words occur within the lines of poetry	R2B
rhythm	a sound device characterized by the musical quality created by a pattern of stressed and unstressed syllables	R2B
semi-phonetic spelling	a stage in spelling development in which the spelling represents only the surface sound features of the word (A few letters may represent whole words: “ke” for the word “cookie,” or “bk” for the word “book.”)	W2E
story elements	basic parts of a story: setting, characters, plot, conflict, point of view, and theme	R2C
vocabulary	the words one can understand and use correctly	R1E

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Second Grade		
alliteration	repetition of the initial consonant sounds in stressed syllables or words in sequence; a “sound device”	W2F
analyze	to examine by parsing or breaking down into smaller parts or elements	R1H
audience	the author’s awareness of audience: writing for a specific purpose with a specific reader or group of readers in mind	W3E
automaticity	automatic word recognition; the fast, effortless word recognition that comes with a great deal of reading practice (Emerging and Developing readers may be accurate, but slow and inefficient at word recognition. Continued reading practice helps word recognition become more automatic, rapid, and effortless. Automaticity refers only to accurate, speedy word recognition, not to reading with expression.)	R1D
base words	a word to which affixes may be added to create related words; root word; the basic part of a word that usually carries the main component of meaning and cannot be further analyzed without the loss of identity (e.g., “teach” in “re-teach” or “teaching”)	R1E
classroom resources	reference materials such as a dictionary, thesaurus, handbook, word wall, spellchecker, glossary, or technological tool	R1E
context clues	information from the surrounding words, illustrations, or sentences that helps give meaning to a specific word or phrase	R1E
cueing systems	any of the various sources of information aiding in the identification of an unrecognized word and helping readers construct meaning from print (e.g., phonics, grammar, context, word parts, and text structure)	R1G
declarative	see “types of writing”	
decoding strategies	methods of translating symbols into words	R1C
draft	writing ideas in a rough, unpolished form; the preliminary version of a piece of writing	W1A
draw conclusions	use of facts and inferences to make a judgment or decision	R1H
expository text	types of writing.	W3C
fiction	imaginative narrative in any form of presentation that is designed to entertain, as distinguished from that which is primarily designed to explain, argue, or merely describe (As a genre, fiction may include short stories, novella, novels, drama, and narrative poetry.)	R1I
fluency	The ability to read a text accurately, quickly, and with proper expression and comprehension (Fluent readers do not have to concentrate on decoding words and can focus their attention on the meaning of the text.)	R1D
graphic organizer	a visual device for organizing information around a concept, theme, or topic; includes, but not limited to the following: <ul style="list-style-type: none"> • advance organizer: previews instruction and provides familiar concepts that connect and anchor the new learning • chart: gives information, shows processes, or makes comparisons, often with pictures and symbols rather than with words • cluster, concept map, or web: presents written ideas around a theme, characteristic, category, or word • diagram: shows how something works, how it is constructed, or how its part relate to one another • graph: presents information with lines, pictures, and symbols rather mind map: uses pictures and symbolic drawings rather than written 	R1D
infer	to draw meaning from a combination of clues in the text without explicit reference to text	R1G
interrogative	see “types of writing.”	W3A

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Second Grade, p. 2		
keywords	words and phrases used in the research process to locate appropriate information	IL1A
main idea	the words and phrases used in the research process to locate appropriate of the text	R1H
media	means of communication, including print and visual works, live and television/film/video performances, audio, Internet; plural of medium	IL2A
narrative	see "types of writing."	W3A
non-fiction	writing that concerns real events and is intended to explain, inform, persuade, or give directions (e.g. autobiography, biography, memoir, essay, workplace communications)	R1H
paraphrase	using one's own words to express the main ideas in what has been read, seen or heard	R1H
phonemes	smallest sound unit of spoken language (English has approximately 44 phonemes. Some words, such as "a" or "oh," have only one phoneme. The word "if" has two phonemes: /i/ and /f/. "Check" has three phonemes: /ch/ /e/ /k/. A phoneme may be represented by more than one letter.)	R1B
phonemic awareness	an awareness of the sounds that make up words (For example, beginning readers demonstrate phonemic awareness by combining or blending the separate sounds in a word to say the word: /c/ /a/ /t/ is spoken as "cat.")	R1B
phonetic spelling	spelling a word as it sounds	R1B
phonics	phonic cues; instruction based on the alphabetic principle that there is a predictable relationship between phonemes (sounds in spoken language) and graphemes (letters that represent the sounds) that can be used to decode and read words	R1C
post-reading skills	strategies used to reflect on reading and integrate new information and concepts with previously learned understandings	R1H
predict	to use context and content clues to anticipate what might happen next	R1G
pre-reading strategies	activities that take place before reading to access prior knowledge, preview text, assist the reader in predicting the text's topic or main idea and set a purpose for reading	R1F
purpose	writing to explain or inform, to entertain, or to persuade	W3C
read-alouds	prose or poetry that is read aloud with students (Read-aloud texts are generally at a higher reading level than the listener would be able to read and comprehend independently.)	R1G
reflect	to think about and write or speak one's views in response to a text or presentation	R1H
respond to text	to express one's thoughts and feelings about a work to reinforce understanding of the text (Responses may be oral or written, informal or formal, and include retelling the story, journaling, literary analysis, or may take the form of visual or performance art.)	R1H
story elements	basic parts of a story: setting, characters, plot, conflict, point of view, and theme	R2C
summarize	make a brief statement about the essential ideas in a text	R1H
supporting details	examples provided to describe, explain, or reinforce the main idea	R1H
transitional spelling	a stage of spelling development in which the speller relies more on how words look than how they are pronounced	W2E
vocabulary	the words one can understand and use correctly	R1E

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Third Grade		
alliteration	repetition of the initial consonant sounds in stressed syllables or words in sequence; a “sound device”	W2F
analyze	to examine by parsing or breaking down into smaller parts or elements	R1H
audience	the author’s awareness of audience: writing for a specific purpose with a specific reader or group of readers in mind	W3E
author’s purpose	the author’s intent or reason for writing: to explain or inform, to entertain, to persuade	R2C
automaticity	automatic word recognition; the fast, effortless word recognition that comes with a great deal of reading practice (Emerging and Developing readers may be accurate, but slow and inefficient at word recognition. Continued reading practice helps word recognition become more automatic, rapid, and effortless. Automaticity refers only to accurate, speedy word recognition, not to reading with expression.)	R1D
base words	a word to which affixes may be added to create related words; root word; the basic part of a word that usually carries the main component of meaning and cannot be further analyzed without the loss of identity (e.g., “teach” in “re-teach” or “teaching”)	R1E
cause and effect	the connection or relationship between a precipitating event or reason, and its effects or results (A cause makes something occur; an effect is the outcome of the cause.)	R2C
character traits	authors develop characterization by describing various aspects of the character: physical appearance; personality; speech, behavior/actions; thoughts and/or feelings; interactions with other characters	R2C
classroom resources	reference materials such as a dictionary, thesaurus, handbook, word wall, spellchecker, glossary, or technological tool	R1E
compare	To tell how things are alike; to examine both points of similarity and difference, but generally with the greater emphasis on similarities	R1I
context clues	information from the surrounding words, illustrations, or sentences that helps give meaning to a specific word or phrase	R1E
contrast	To explain how things are different	R1I
cueing systems	any of the various sources of information aiding in the identification of an unrecognized word and helping readers construct meaning from print (e.g., phonics, grammar, context, word parts, and text structure)	R1G
declarative	see “types of writing”	
decoding strategies	methods of translating symbols into words	R1C
draft	writing ideas in a rough, unpolished form; the preliminary version of a piece of writing	W1A
draw conclusions	use of facts and inferences to make a judgment or decision	R1H
exclamatory		
expository text	see “types of writing.”	W3C
fiction	imaginative narrative in any form of presentation that is designed to entertain, as distinguished from that which is primarily designed to explain, argue, or merely describe (As a genre, fiction may include short stories, novella, novels, drama, and narrative poetry.)	R1I
figurative language	language which makes use of certain literary devices or literary techniques often called “figures of speech” in which something other than the literal meaning is implied. See: hyperbole; imagery; irony; metaphor; personification; simile; symbolism	R2B

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Third Grade, p. 2		
graphic organizer	a visual device for organizing information around a concept, theme, or topic; includes, but not limited to the following: <ul style="list-style-type: none"> • advance organizer: previews instruction and provides familiar concepts that connect and anchor the new learning • chart: gives information, shows processes, or makes comparisons, often with pictures and symbols rather than with words • cluster, concept map, or web: presents written ideas around a theme, characteristic, category, or word • diagram: shows how something works, how it is constructed, or how its parts relate to one another • graph: presents information with lines, pictures, and symbols rather than words • mind map: uses pictures and symbolic drawings rather than written words 	W1A
high-frequency words	common words that appear often in written or spoken language (e.g., the, of, and, a, to, in, is, you)	R1D
imperative	see “types of writing.”	W3A
infer	to draw meaning from a combination of clues in the text without explicit reference to text	R1G
interrogative	see “types of writing.”	W3A
keywords	words and phrases used in the research process to locate appropriate information	IL1A
main idea	the words and phrases used in the research process to locate appropriate information of the text	R1H
media	means of communication, including print and visual works, live and television/film/video performances, audio, Internet; plural of medium	IL2A
narrative	see “types of writing.”	W3A
non-fiction	writing that concerns real events and is intended to explain, inform, persuade, or give directions (e.g. autobiography, biography, memoir, essay, workplace communications)	R1H
pace	rate or speed	LS2A
paraphrase	using one’s own words to express the main ideas in what has been read, seen or heard	R1H
phonemes	smallest sound unit of spoken language (English has approximately 44 phonemes. Some words, such as “a” or “oh,” have only one phoneme. The word “if” has two phonemes: /i/ and /f/. “Check” has three phonemes: /ch/ /e/ /k/. A phoneme may be represented by more than one letter.)	R1B
phonics	phonic cues; instruction based on the alphabetic principle that there is a predictable relationship between phonemes (sounds in spoken language) and graphemes (letters that represent the sounds) that can be used to decode and read words	R1C
post-reading skills	strategies used to reflect on reading and integrate new information and concepts with previously learned understandings	R1H
predict	to use context and content clues to anticipate what might happen next	R1F
purpose	writing to explain or inform, to entertain, or to persuade	W3C
read-alouds	prose or poetry that is read aloud with students (Read-aloud texts are generally at a higher reading level than the listener would be able to read and comprehend independently.)	R1G
reading rate	the speed at which a selection is read and the manner in which it is read, depending on the purpose for reading: skimming, scanning, studying, or reading for pleasure	R1D
reflect	to think about and write or speak one’s views in response to a text or presentation	R1H
respond to text	to express one’s thoughts and feelings about a work to reinforce understanding of the text (Responses may be oral or written, informal or formal, and include retelling the story, journaling, literary analysis, or may take the form of visual or performance art.)	R1H

Communication Arts K-12 GLE Glossary

Third Grade, p. 3		
retell	to give an oral or written description of a story after reading or hearing the text read aloud; a more detailed account than a summary	R1H
rhyme	<p>sound device marked by the repetition of identical or similar stressed sounds</p> <ul style="list-style-type: none"> perfect or exact rhyme: differing consonant sounds followed by identical vowel sounds, as in “bee” and “see” approximate rhyme: the final consonant sounds are identical, as in “trip” or “slap” end rhyme: the rhyming words occur at the end of the lines of poetry <p>internal rhyme: rhyming words occur within the lines of poetry</p>	R2B
rhythm	a sound device characterized by the musical quality created by a pattern of stressed and unstressed syllables	R2B
semi-phonetic spelling	a stage in spelling development in which the spelling represents only the surface sound features of the word (A few letters may represent whole words: “ke” for the word “cookie,” or “bk” for the word “book.”)	W2E
sensory details	details that appeal to the five senses and evoke images of how something looks, sounds, feels, tastes, or smells; sensory details may be literal (descriptive language) or figurative (imagery)	R2B
setting	the geographic location and time period of a story	R2C
story elements	basic parts of a story: setting, characters, plot, conflict, point of view, and theme	R2C
summarize	make a brief statement about the essential ideas in a text	R1H
supporting details	examples provided to describe, explain, or reinforce the main idea	R1H
text features	parts, other than the body of the text, that designate special features (e.g., title, author, copyright, dedication); text organizers that provide structure and help readers locate information (e.g., page numbers, table of contents, captions, glossary, index, illustrations, graphs, charts, etc.)	R2A
transitional spelling	a stage of spelling development in which the speller relies more on how words look than how they are pronounced	W2E
visualize	to picture the people, places, and/or actions that an author describes in text; a reading strategy to increase comprehension of text	R1G
vocabulary	the words one can understand and use correctly	R1E

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Fourth Grade		
affix	one or more sounds or letters attached to the beginning or end of a word or base: prefixes and suffixes.	R1E
alliteration	repetition of the initial consonant sounds in stressed syllables or words in sequence; a “sound device”	W2F
analyze	to examine by parsing or breaking down into smaller parts or elements	R1H
audience	the author’s awareness of audience: writing for a specific purpose with a specific reader or group of readers in mind	W3E
author’s purpose	the author’s intent or reason for writing: to explain or inform, to entertain, to persuade	R2C
automaticity	automatic word recognition; the fast, effortless word recognition that comes with a great deal of reading practice (Emerging and Developing readers may be accurate, but slow and inefficient at word recognition. Continued reading practice helps word recognition become more automatic, rapid, and effortless. Automaticity refers only to accurate, speedy word recognition, not to reading with expression.)	R1D
base words	a word to which affixes may be added to create related words; root word; the basic part of a word that usually carries the main component of meaning and cannot be further analyzed without the loss of identity (e.g., “teach” in “re-teach” or “teaching”)	R1E
cause and effect	the connection or relationship between a precipitating event or reason, and its effects or results (A cause makes something occur; an effect is the outcome of the cause.)	R2C
character traits	authors develop characterization by describing various aspects of the character: physical appearance; personality; speech, behavior/actions; thoughts and/or feelings; interactions with other characters	R2C
classroom resources	reference materials such as a dictionary, thesaurus, handbook, word wall, spellchecker, glossary, or technological tool	R1E
compare	To tell how things are alike; to examine both points of similarity and difference, but generally with the greater emphasis on similarities	R1I
concluding sentence	closing/ending sentence; after all the details have been included in the body of the paragraph	W3C
context clues	information from the surrounding words, illustrations, or sentences that helps give meaning to a specific word or phrase	R1E
contrast	To explain how things are different	R1I
culture	the customary beliefs and social norms of a group; the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought characteristic of a community or population (As part of the setting, place may involve not only the geographical place, but also the social, economic, or cultural environment.)	R1I
declarative	see “types of writing”	
decoding strategies	methods of translating symbols into words	R1C
draft	writing ideas in a rough, unpolished form; the preliminary version of a piece of writing	W1A
draw conclusions	use of facts and inferences to make a judgment or decision	R1H
exclamatory	see “types of writing”	

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Fourth Grade, p. 2		
fiction	imaginative narrative in any form of presentation that is designed to entertain, as distinguished from that which is primarily designed to explain, argue, or merely describe (As a genre, fiction may include short stories, novella, novels, drama, and narrative poetry.)	R1I
figurative language	language which makes use of certain literary devices or literary techniques often called “figures of speech” in which something other than the literal meaning is implied. See: hyperbole; imagery; irony; metaphor; personification; simile; symbolism	R2B
fluency	The ability to read a text accurately, quickly, and with proper expression and comprehension (Fluent readers do not have to concentrate on decoding words and can focus their attention on the meaning of the text.)	R1D
graphic organizer	a visual device for organizing information around a concept, theme, or topic; includes, but not limited to the following: <ul style="list-style-type: none"> • advance organizer: previews instruction and provides familiar concepts that connect and anchor the new learning • chart: gives information, shows processes, or makes comparisons, often with pictures and symbols rather than with words • cluster, concept map, or web: presents written ideas around a theme, characteristic, category, or word • diagram: shows how something works, how it is constructed, or how its part relate to one another • graph: presents information with lines, pictures, and symbols rather mind map: uses pictures and symbolic drawings rather than written 	W1A
high-frequency words	common words that appear often in written or spoken language (e.g., the, of, and, a, to, in, is, you)	R1D
historic time	the era, or time period, in which the plot is set; the cultural era in which an author wrote the literature	R1I
imperative	see “types of writing.”	W3A
infer	to draw meaning from a combination of clues in the text without explicit reference to text	R1G
interrogative	see “types of writing.”	W3A
keywords	words and phrases used in the research process to locate appropriate information	IL1A
main idea	the words and phrases used in the research process to locate appropriate of the text	R1H
media	means of communication, including print and visual works, live and television/film/video performances, audio, Internet; plural of medium	IL2A
narrative	see “types of writing.”	W3A
non-fiction	writing that concerns real events and is intended to explain, inform, persuade, or give directions (e.g. autobiography, biography, memoir, essay, workplace communications)	R1H
nonverbal communication	communication without words; body language (facial expression, gestures); sign language	LS1A
pace	rate or speed	LS2A
paraphrase	using one’s own words to express the main ideas in what has been read, seen or heard	R1H
paraphrase	using one’s own words to express the main ideas in what has been read, seen or heard	R1H
phonemes	smallest sound unit of spoken language (English has approximately 44 phonemes. Some words, such as “a” or “oh,” have only one phoneme. The word “if” has two phonemes: /i/ and /f/. “Check” has three phonemes: /ch/ /e/ /k/. A phoneme may be represented by more than one letter.)	R1B

Communication Arts K-12 GLE Glossary

Fourth Grade, p. 3		
phonics	phonic cues; instruction based on the alphabetic principle that there is a predictable relationship between phonemes (sounds in spoken language) and graphemes (letters that represent the sounds) that can be used to decode and read words	R1C
post-reading skills	strategies used to reflect on reading and integrate new information and concepts with previously learned understandings	R1H
predict	to use context and content clues to anticipate what might happen next	R1G
pre-reading strategies	activities that take place before reading to access prior knowledge, preview text, assist the reader in predicting the text's topic or main idea and set a purpose for reading	R1F
purpose	writing to explain or inform, to entertain, or to persuade	W3C
read-alouds	prose or poetry that is read aloud with students (Read-aloud texts are generally at a higher reading level than the listener would be able to read and comprehend independently.)	R1G
reading rate	the speed at which a selection is read and the manner in which it is read, depending on the purpose for reading: skimming, scanning, studying, or reading for pleasure	R1D
reflect	to think about and write or speak one's views in response to a text or presentation	R1H
respond to text	to express one's thoughts and feelings about a work to reinforce understanding of the text (Responses may be oral or written, informal or formal, and include retelling the story, journaling, literary analysis, or may take the form of visual or performance art.)	R1H
retell	to give an oral or written description of a story after reading or hearing the text read aloud; a more detailed account than a summary	R1H
rhyme	<p>sound device marked by the repetition of identical or similar stressed sounds</p> <ul style="list-style-type: none"> • perfect or exact rhyme: differing consonant sounds followed by identical vowel sounds, as in "bee" and "see" • approximate rhyme: the final consonant sounds are identical, as in "trip" or "slap" • end rhyme: the rhyming words occur at the end of the lines of poetry <p>internal rhyme: rhyming words occur within the lines of poetry</p>	R2B
rhythm	a sound device characterized by the musical quality created by a pattern of stressed and unstressed syllables	R2B
semi-phonetic spelling	a stage in spelling development in which the spelling represents only the surface sound features of the word (A few letters may represent whole words: "ke" for the word "cookie," or "bk" for the word "book.")	R2B
setting	the geographic location and time period of a story	R2C
story elements	basic parts of a story: setting, characters, plot, conflict, point of view, and theme	R2C
summarize	make a brief statement about the essential ideas in a text	R1H
supporting details	examples provided to describe, explain, or reinforce the main idea	R1H
text features	parts, other than the body of the text, that designate special features (e.g., title, author, copyright, dedication); text organizers that provide structure and help readers locate information (e.g., page numbers, table of contents, captions, glossary, index, illustrations, graphs, charts, etc.)	R2A
transitional spelling	a stage of spelling development in which the speller relies more on how words look than how they are pronounced	W2E
visualize	to picture the people, places, and/or actions that an author describes in text; a reading strategy to increase comprehension of text	R1G
vocabulary	the words one can understand and use correctly	R1E

Communication Arts K-12 GLE Glossary

NOTE: The purpose of this glossary is to ensure that Missouri educators have common understandings for important terms used in the Grade Level Expectations. The glossary should not be used as a “vocabulary list” of words for students to learn/memorize. Additionally, it should not be used by teachers to determine the focus of instruction at each grade level. Instead, the GLEs should be used for the purpose of determining “what needs to be addressed” at/within each grade-level.

Fifth Grade		
affix	one or more sounds or letters attached to the beginning or end of a word or base: prefixes and suffixes.	R1E
alliteration	repetition of the initial consonant sounds in stressed syllables or words in sequence; a “sound device”	W2F
analyze	to examine by parsing or breaking down into smaller parts or elements	R1H
audience	the author’s awareness of audience: writing for a specific purpose with a specific reader or group of readers in mind	W3E
author’s purpose	the author’s intent or reason for writing: to explain or inform, to entertain, to persuade	R2C
automaticity	automatic word recognition; the fast, effortless word recognition that comes with a great deal of reading practice (Emerging and Developing readers may be accurate, but slow and inefficient at word recognition. Continued reading practice helps word recognition become more automatic, rapid, and effortless. Automaticity refers only to accurate, speedy word recognition, not to reading with expression.)	R1D
base words	a word to which affixes may be added to create related words; root word; the basic part of a word that usually carries the main component of meaning and cannot be further analyzed without the loss of identity (e.g., “teach” in “re-teach” or “teaching”)	R1E
cause and effect	the connection or relationship between a precipitating event or reason, and its effects or results (A cause makes something occur; an effect is the outcome of the cause.)	R2C
character traits	authors develop characterization by describing various aspects of the character: physical appearance; personality; speech, behavior/actions; thoughts and/or feelings; interactions with other characters	R2C
classroom resources	reference materials such as a dictionary, thesaurus, handbook, word wall, spellchecker, glossary, or technological tool	R1E
compare	To tell how things are alike; to examine both points of similarity and difference, but generally with the greater emphasis on similarities	R1I
concluding sentence	closing/ending sentence; after all the details have been included in the body of the paragraph	W3C
context clues	information from the surrounding words, illustrations, or sentences that helps give meaning to a specific word or phrase	R1E
contrast	To explain how things are different	R1I
culture	the customary beliefs and social norms of a group; the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought characteristic of a community or population (As part of the setting, place may involve not only the geographical place, but also the social, economic, or cultural environment.)	R1I
declarative	see “types of writing”	
decoding strategies	methods of translating symbols into words	R1C
draft	writing ideas in a rough, unpolished form; the preliminary version of a piece of writing	W1A
draw conclusions	use of facts and inferences to make a judgment or decision	R1H
enunciation	clear pronunciation and articulation of words	LS2A
exclamatory	see “types of writing	
expository text	see “types of writing.”	W3C

Communication Arts K-12 GLE Glossary

Fifth Grade, p. 2		
fiction	imaginative narrative in any form of presentation that is designed to entertain, as distinguished from that which is primarily designed to explain, argue, or merely describe (As a genre, fiction may include short stories, novella, novels, drama, and narrative poetry.)	R1I
figurative language	language which makes use of certain literary devices or literary techniques often called “figures of speech” in which something other than the literal meaning is implied. See: hyperbole; imagery; irony; metaphor; personification; simile; symbolism	R2B
fluency	The ability to read a text accurately, quickly, and with proper expression and comprehension (Fluent readers do not have to concentrate on decoding words and can focus their attention on the meaning of the text.)	R1D
fragment	a word or phrase that does not express a complete thought	W2F
graphic organizer	a visual device for organizing information around a concept, theme, or topic; includes, but not limited to the following: <ul style="list-style-type: none"> • advance organizer: previews instruction and provides familiar concepts that connect and anchor the new learning • chart: gives information, shows processes, or makes comparisons, often with pictures and symbols rather than with words • cluster, concept map, or web: presents written ideas around a theme, characteristic, category, or word • diagram: shows how something works, how it is constructed, or how its part relate to one another • graph: presents information with lines, pictures, and symbols rather • mind map: uses pictures and symbolic drawings rather than written 	W1A
high-frequency words	common words that appear often in written or spoken language (e.g., the, of, and, a, to, in, is, you)	R1D
historic time	the era, or time period, in which the plot is set; the cultural era in which an author wrote the literature	R1I
imperative	see “types of writing.”	W3A
infer	to draw meaning from a combination of clues in the text without explicit reference to text	R1G
interrogative	see “types of writing.”	W3A
keywords	words and phrases used in the research process to locate appropriate information	IL1A
main idea	the words and phrases used in the research process to locate appropriate of the text	R1H
media	means of communication, including print and visual works, live and television/film/video performances, audio, Internet; plural of medium	IL2A
metaphor	figurative language that makes a direct comparison between two unlike things; a comparison that does not use the connective words “like” or “as”	R2B
narrative	see “types of writing.”	W3A
non-fiction	writing that concerns real events and is intended to explain, inform, persuade, or give directions (e.g. autobiography, biography, memoir, essay, workplace communications)	R1H
nonverbal communication	communication without words; body language (facial expression, gestures); sign language	LS1A
note-taking	use of a system (e.g., graphic organizer) to summarize concepts and ideas presented in print, verbal, and nonverbal communications	W3B
pace	rate or speed	LS2A
paraphrase	using one’s own words to express the main ideas in what has been read, seen or heard	R1H
persuasive text	see “types of writing”	W3A

Communication Arts K-12 GLE Glossary

Fifth Grade, p. 3		
paraphrase	using one's own words to express the main ideas in what has been read, seen or heard	R1H
personification	figurative language in which a non-living or non-human thing (animal, plant, object, natural force, emotion, idea) is endowed with human senses, characteristics, and qualities	R2B
phonemes	smallest sound unit of spoken language (English has approximately 44 phonemes. Some words, such as "a" or "oh," have only one phoneme. The word "if" has two phonemes: /i/ and /f/. "Check" has three phonemes: /ch/ /e/ /k/. A phoneme may be represented by more than one letter.)	R1B
phonics	phonic cues; instruction based on the alphabetic principle that there is a predictable relationship between phonemes (sounds in spoken language) and graphemes (letters that represent the sounds) that can be used to decode and read words	R1C
post-reading skills	strategies used to reflect on reading and integrate new information and concepts with previously learned understandings	R1H
predict	to use context and content clues to anticipate what might happen next	R1G
pre-reading strategies	activities that take place before reading to access prior knowledge, preview text, assist the reader in predicting the text's topic or main idea and set a purpose for reading	R1F
purpose	writing to explain or inform, to entertain, or to persuade	W3C
read-alouds	prose or poetry that is read aloud with students (Read-aloud texts are generally at a higher reading level than the listener would be able to read and comprehend independently.)	R1G
reading rate	the speed at which a selection is read and the manner in which it is read, depending on the purpose for reading: skimming, scanning, studying, or reading for pleasure	R1D
reflect	to think about and write or speak one's views in response to a text or presentation	R1H
respond to text	to express one's thoughts and feelings about a work to reinforce understanding of the text (Responses may be oral or written, informal or formal, and include retelling the story, journaling, literary analysis, or may take the form of visual or performance art.)	R1H
retell	to give an oral or written description of a story after reading or hearing the text read aloud; a more detailed account than a summary	R1H
rhyme	sound device marked by the repetition of identical or similar stressed sounds <ul style="list-style-type: none"> • perfect or exact rhyme: differing consonant sounds followed by identical vowel sounds, as in "bee" and "see" • approximate rhyme: the final consonant sounds are identical, as in "trip" or "slap" • end rhyme: the rhyming words occur at the end of the lines of poetry internal rhyme: rhyming words occur within the lines of poetry	R2B
rhythm	a sound device characterized by the musical quality created by a pattern of stressed and unstressed syllables	R2B
semi-phonetic spelling	a stage in spelling development in which the spelling represents only the surface sound features of the word (A few letters may represent whole words: "ke" for the word "cookie," or "bk" for the word "book.")	W2E
sensory details	details that appeal to the five senses and evoke images of how something looks, sounds, feels, tastes, or smells; sensory details may be literal (descriptive language) or figurative (imagery)	R2B
setting	the geographic location and time period of a story	R2C
simile	figurative language in which two unlike things are compared, using the words "like" or "as"	R2B
story elements	basic parts of a story: setting, characters, plot, conflict, point of view, and theme	R2C

Communication Arts K-12 GLE Glossary

Fifth Grade, p. 4		
summarize	make a brief statement about the essential ideas in a text	R1H
supporting details	examples provided to describe, explain, or reinforce the main idea	R1H
text features	parts, other than the body of the text, that designate special features (e.g., title, author, copyright, dedication); text organizers that provide structure and help readers locate information (e.g., page numbers, table of contents, captions, glossary, index, illustrations, graphs, charts, etc.)	R2A
transitional spelling	a stage of spelling development in which the speller relies more on how words look than how they are pronounced	W2E
types of writing	<p>modes, forms, and purposes of writing:</p> <ul style="list-style-type: none"> • description/descriptive writing portrays a character, object, or scene through sensory details/imagery (precise nouns, verbs, adverbs, and adjectives that relate how things look, sound, feel, taste, smell) • exposition/expository writing presents facts, opinions, definitions of terms, and examples to inform the reader about a specific topic • narrative/narrative writing relates a story or a personal essay (e.g., anecdote, autobiography, memoir) • persuasive writing/argument seeks to influence readers or listeners to agree with a perspective or perform an action (e.g., editorials, advertisements, persuasive essays and letters, public service announcements, position papers) <p>http://www.sarasota.k12.fl.us/bhs/bryan/bryan_home2.html http://www.kimskorner4teachertalk.com/writing/modes/definitions.html http://slc.berkeley.edu/nns/l2writing/process/types.htm</p>	W1A
visualize	to picture the people, places, and/or actions that an author describes in text; a reading strategy to increase comprehension of text	R1G
vocabulary	the words one can understand and use correctly	R1E

Communication Arts K-12 GLE Glossary

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Sixth Grade		
active listening behaviors	actions that let the speaker know the audience is listening (Examples: non-verbal body language cues such as making eye contact and nodding in agreement, verbal cues such as questioning and summarizing main points, etc.)	LS1B
affix	one or more sounds or letters attached to the beginning or end of a word or base: prefixes and suffixes.	RIE
alliteration	repetition of the initial consonant sounds in stressed syllables or words in sequence; a “sound device”	W2F
analyze	to examine by parsing or breaking down into smaller parts or elements	R1H
audience	the author’s awareness of audience: writing for a specific purpose with a specific reader or group of readers in mind	W3E
author's purpose	the author’s intent or reason for writing: to explain or inform, to entertain, to persuade	R2C
automaticity	automatic word recognition; the fast, effortless word recognition that comes with a great deal of reading practice (Emerging and Developing readers may be accurate, but slow and inefficient at word recognition. Continued reading practice helps word recognition become more automatic, rapid, and effortless. Automaticity refers only to accurate, speedy word recognition, not to reading with expression.)	R1D
base words	a word to which affixes may be added to create related words; root word; the basic part of a word that usually carries the main component of meaning and cannot be further analyzed without the loss of identity (e.g., “teach” in “re-teach” or “teaching”)	R1E
bias	a mental leaning, inclination, or prejudice	R3C
cause and effect	the connection or relationship between a precipitating event or reason, and its effects or results (A cause makes something occur; an effect is the outcome of the cause.)	R2C
character traits	authors develop characterization by describing various aspects of the character: physical appearance; personality; speech, behavior/actions; thoughts and/or feelings; interactions with other characters	R2C
classroom resources	reference materials such as a dictionary, thesaurus, handbook, word wall, spellchecker, glossary, or technological tool	R1E
compare	To tell how things are alike; to examine both points of similarity and difference, but generally with the greater emphasis on similarities	R1I
complex task	work consisting of multiple interconnected, involved, or complicated steps	R3D
concluding sentence	closing/ending sentence; after all the details have been included in the body of the paragraph	W3C
context clues	information from the surrounding words, illustrations, or sentences that helps give meaning to a specific word or phrase	R1E
contrast	to explain how things are different	R1I
culture	the customary beliefs and social norms of a group; the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought characteristic of a community or population (As part of the setting, place may involve not only the geographical place, but also the social, economic, or cultural environment.)	R1I
declarative	see “types of writing”	
decoding strategies	methods of translating symbols into words	R1C
draft	writing ideas in a rough, unpolished form; the preliminary version of a piece of writing	W1A

Communication Arts K-12 GLE Glossary

Sixth Grade, p. 2		
draw conclusions	use of facts and inferences to make a judgment or decision	R1H
enunciation	clear pronunciation and articulation of words	LS2A
exclamatory	see “types of writing	
expository text	see “types of writing.”	W3C
fiction	imaginative narrative in any form of presentation that is designed to entertain, as distinguished from that which is primarily designed to explain, argue, or merely describe (As a genre, fiction may include short stories, novella, novels, drama, and narrative poetry.)	R1I
figurative language	language which makes use of certain literary devices or literary techniques often called “figures of speech” in which something other than the literal meaning is implied. See: hyperbole; imagery; irony; metaphor; personification; simile; symbolism	R2B
fluency	The ability to read a text accurately, quickly, and with proper expression and comprehension (Fluent readers do not have to concentrate on decoding words and can focus their attention on the meaning of the text.)	R1D
fragment	a word or phrase that does not express a complete thought	W2F
graphic organizer	a visual device for organizing information around a concept, theme, or topic; includes, but not limited to the following: <ul style="list-style-type: none"> • advance organizer: previews instruction and provides familiar concepts that connect and anchor the new learning • chart: gives information, shows processes, or makes comparisons, often with pictures and symbols rather than with words • cluster, concept map, or web: presents written ideas around a theme, characteristic, category, or word • diagram: shows how something works, how it is constructed, or how its part relate to one another • graph: presents information with lines, pictures, and symbols rather • mind map: uses pictures and symbolic drawings rather than written 	W1A
high-frequency words	common words that appear often in written or spoken language (e.g., the, of, and, a, to, in, is, you)	R1D
historic time	the era, or time period, in which the plot is set; the cultural era in which an author wrote the literature	R1I
imperative	see “types of writing.”	W3A
infer	to draw meaning from a combination of clues in the text without explicit reference to text	R1G
interrogative	see “types of writing.”	W3A
keywords	words and phrases used in the research process to locate appropriate information	IL1A
main idea	the words and phrases used in the research process to locate appropriate of the text	R1H
media	means of communication, including print and visual works, live and television/film/video performances, audio, Internet; plural of medium	IL2A
metaphor	figurative language that makes a direct comparison between two unlike things; a comparison that does not use the connective words “like” or “as”	R2B
mood	the feeling created in the reader, evoked through the language of the text	R2C
multi-paragraph essay	an essay that contains an introductory paragraph, two or more body paragraphs which develop and support the main idea or theme, and a concluding paragraph	W3C
narrative	see “types of writing.”	W3A
non-fiction	writing that concerns real events and is intended to explain, inform, persuade, or give directions (e.g. autobiography, biography, memoir, essay, workplace communications)	R1H
nonverbal communication	communication without words; body language (facial expression, gestures); sign language	LS1A

Communication Arts K-12 GLE Glossary

Sixth Grade, p. 3		
note-taking	use of a system (e.g., graphic organizer) to summarize concepts and ideas presented in print, verbal, and nonverbal communications	W3B
onomatopoeia	a sound device in which the word echoes or suggests its meaning, so that sound and sense are reinforced (e.g., hiss, splash, zap, whoosh, etc.)	R2B
organizational strategy	a means of structuring ideas and/or information; use of graphic organizers	IL1C
pace	rate or speed	LS2A
paraphrase	using one's own words to express the main ideas in what has been read, seen or heard	R1H
persuasive text	see "types of writing"	W3A
paraphrase	using one's own words to express the main ideas in what has been read, seen or heard	R1H
personification	figurative language in which a non-living or non-human thing (animal, plant, object, natural force, emotion, idea) is endowed with human senses, characteristics, and qualities	R2B
phonemes	smallest sound unit of spoken language (English has approximately 44 phonemes. Some words, such as "a" or "oh," have only one phoneme. The word "if" has two phonemes: /i/ and /f/. "Check" has three phonemes: /ch/ /e/ /k/. A phoneme may be represented by more than one letter.)	R1B
phonics	phonic cues; instruction based on the alphabetic principle that there is a predictable relationship between phonemes (sounds in spoken language) and graphemes (letters that represent the sounds) that can be used to decode and read words	R1C
plot	the action or sequence of events in a story; a plot is comprised of five basic elements: exposition, rising action, climax, falling action, and resolution	R2C
point of view	<p>the perspective from which a story is told</p> <ul style="list-style-type: none"> □ first person point of view: the narrator participates in the action and refers to himself/herself as "I" □ second person point of view: not frequently used; the "you" in directions, explanations or arguments □ third person point of view: the narrator is not a character in the story, and refers to the characters as "he" or "she" as the events are told o limited omniscient point of view: the narrator relates the inner thoughts and feelings of just one character o omniscient point of view: the narrator is all-knowing and can relate the inner thoughts and feelings of all the characters 	R2C
post-reading skills	strategies used to reflect on reading and integrate new information and concepts with previously learned understandings	R1H
predict	to use context and content clues to anticipate what might happen next	R1G
pre-reading strategies	activities that take place before reading to access prior knowledge, preview text, assist the reader in predicting the text's topic or main idea and set a purpose for reading	R1F
purpose	writing to explain or inform, to entertain, or to persuade	W3C
read-alouds	prose or poetry that is read aloud with students (Read-aloud texts are generally at a higher reading level than the listener would be able to read and comprehend independently.)	R1G
reading rate	the speed at which a selection is read and the manner in which it is read, depending on the purpose for reading: skimming, scanning, studying, or reading for pleasure	R1D
reflect	to think about and write or speak one's views in response to a text or presentation	R1H

Communication Arts K-12 GLE Glossary

Sixth Grade, p. 4		
respond to text	to express one's thoughts and feelings about a work to reinforce understanding of the text (Responses may be oral or written, informal or formal, and include retelling the story, journaling, literary analysis, or may take the form of visual or performance art.)	R1H
retell	to give an oral or written description of a story after reading or hearing the text read aloud; a more detailed account than a summary	R1H
rhyme	<p>sound device marked by the repetition of identical or similar stressed sounds</p> <ul style="list-style-type: none"> perfect or exact rhyme: differing consonant sounds followed by identical vowel sounds, as in "bee" and "see" approximate rhyme: the final consonant sounds are identical, as in "trip" or "slap" end rhyme: the rhyming words occur at the end of the lines of poetry <p>internal rhyme: rhyming words occur within the lines of poetry</p>	R2B
rhythm	a sound device characterized by the musical quality created by a pattern of stressed and unstressed syllables	R2B
semi-phonetic spelling	a stage in spelling development in which the spelling represents only the surface sound features of the word (A few letters may represent whole words: "ke" for the word "cookie," or "bk" for the word "book.")	W2E
sensory details	details that appeal to the five senses and evoke images of how something looks, sounds, feels, tastes, or smells; sensory details may be literal (descriptive language) or figurative (imagery)	R2B
setting	the geographic location and time period of a story	R2C
simile	figurative language in which two unlike things are compared, using the words "like" or "as"	R2B
story elements	basic parts of a story: setting, characters, plot, conflict, point of view, and theme	R2C
summarize	make a brief statement about the essential ideas in a text	R1H
supporting details	examples provided to describe, explain, or reinforce the main idea	R1H
text features	parts, other than the body of the text, that designate special features (e.g., title, author, copyright, dedication); text organizers that provide structure and help readers locate information (e.g., page numbers, table of contents, captions, glossary, index, illustrations, graphs, charts, etc.)	R2A
transitional spelling	a stage of spelling development in which the speller relies more on how words look than how they are pronounced	W2E
types of writing	<p>modes, forms, and purposes of writing:</p> <ul style="list-style-type: none"> description/descriptive writing portrays a character, object, or scene through sensory details/imagery (precise nouns, verbs, adverbs, and adjectives that relate how things look, sound, feel, taste, smell) exposition/expository writing presents facts, opinions, definitions of terms, and examples to inform the reader about a specific topic narrative/narrative writing relates a story or a personal essay (e.g., anecdote, autobiography, memoir) persuasive writing/argument seeks to influence readers or listeners to agree with a perspective or perform an action (e.g., editorials, advertisements, persuasive essays and letters, public service announcements, position papers) <p>http://www.sarasota.k12.fl.us/bhs/bryan/bryan_home2.html http://www.kimskorner4teachertalk.com/writing/modes/definitions.html http://slc.berkeley.edu/nns/l2writing/process/types.htm</p>	W1A
visualize	to picture the people, places, and/or actions that an author describes in text; a reading strategy to increase comprehension of text	R1G
vocabulary	the words one can understand and use correctly	R1E
workplace communication	writing in and for the workplace: letters, email, memos, reports, forms, pamphlets, brochures, proposals, newsletters, manuals, advertisements, etc.	W3E

Communication Arts K-12 GLE Glossary

NOTE: The purpose of this glossary is to ensure that Missouri educators have common understandings for important terms used in the Grade Level Expectations. The glossary should not be used as a “vocabulary list” of words for students to learn/memorize. Additionally, it should not be used by teachers to determine the focus of instruction at each grade level. Instead, the GLEs should be used for the purpose of determining “what needs to be addressed” at/within each grade-level.

Seventh Grade		
active listening behaviors	actions that let the speaker know the audience is listening (Examples: non-verbal body language cues such as making eye contact and nodding in agreement, verbal cues such as questioning and summarizing main points, etc.)	LS1B
affix	one or more sounds or letters attached to the beginning or end of a word or base: prefixes and suffixes.	RIE
alliteration	repetition of the initial consonant sounds in stressed syllables or words in sequence; a “sound device”	W2F
analogy	an expression showing similarities between two things. (Analogies deal with the relationships between relationships. For example, “Explain how the relationship between thermometer and temperature are similar to the relationship between odometer and distance.” Analogies take the printed form A:B :: C:D and are read “A is to B as C is to D.”)	W3A
analyze	to examine by parsing or breaking down into smaller parts or elements	R1H
antecedent	the word, phrase, or clause to which a pronoun refers, understood by the context http://leo.stcloudstate.edu/grammar/pronante.html	W2D
audience	the author’s awareness of audience: writing for a specific purpose with a specific reader or group of readers in mind	W3E
author’s purpose	the author’s intent or reason for writing: to explain or inform, to entertain, to persuade	R2C
automaticity	automatic word recognition; the fast, effortless word recognition that comes with a great deal of reading practice (Emerging and Developing readers may be accurate, but slow and inefficient at word recognition. Continued reading practice helps word recognition become more automatic, rapid, and effortless. Automaticity refers only to accurate, speedy word recognition, not to reading with expression.)	R1D
base words	a word to which affixes may be added to create related words; root word; the basic part of a word that usually carries the main component of meaning and cannot be further analyzed without the loss of identity (e.g., “teach” in “re-teach” or “teaching”)	R1E
bias	a mental leaning, inclination, or prejudice	R3C
cause and effect	the connection or relationship between a precipitating event or reason, and its effects or results (A cause makes something occur; an effect is the outcome of the cause.)	R2C
character traits	authors develop characterization by describing various aspects of the character: physical appearance; personality; speech, behavior/actions; thoughts and/or feelings; interactions with other characters	R2C
classroom resources	reference materials such as a dictionary, thesaurus, handbook, word wall, spellchecker, glossary, or technological tool	R1E
cohesive device	elements that bind writing together as a whole; cohesive devices include transitional words and phrases as well as repetition of key words and the use of “reference words” that “point back” to ideas in the text http://leo.stcloudstate.edu/style/cohesion.html	W2F
compare	To tell how things are alike; to examine both points of similarity and difference, but generally with the greater emphasis on similarities	R1I
complex task	work consisting of multiple interconnected, involved, or complicated steps	R3D
concluding sentence	closing/ending sentence; after all the details have been included in the body of the paragraph	W3C

Communication Arts K-12 GLE Glossary

Seventh Grade, p. 2		
conflict	<p>the struggle or clash between opposing characters or opposing forces</p> <ul style="list-style-type: none"> √√ external conflict: a struggle between a character and an outside force <ul style="list-style-type: none"> o person versus person o person versus society o person versus nature o person versus "fate" √ internal conflict: a struggle within a character <ul style="list-style-type: none"> o person versus self 	R2C
connotation	the attitude and emotional feelings associated with a word or idea (Denotation is a word's literal meaning.)	R3C
context clues	information from the surrounding words, illustrations, or sentences that helps give meaning to a specific word or phrase	R1E
contrast	to explain how things are different	R1I
culture	<p>the customary beliefs and social norms of a group; the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought characteristic of a community or population</p> <p>(As part of the setting, place may involve not only the geographical place, but also the social, economic, or cultural environment.)</p>	R1I
declarative	see "types of writing"	
decoding strategies	methods of translating symbols into words	R1C
draft	writing ideas in a rough, unpolished form; the preliminary version of a piece of writing	W1A
draw conclusions	use of facts and inferences to make a judgment or decision	R1H
enunciation	clear pronunciation and articulation of words	LS2A
evaluate	to make a judgment of quality based on evidence	R1I
exclamatory	see "types of writing"	W3C
expository text	see "types of writing."	W3C
fiction	imaginative narrative in any form of presentation that is designed to entertain, as distinguished from that which is primarily designed to explain, argue, or merely describe (As a genre, fiction may include short stories, novella, novels, drama, and narrative poetry.)	R1I
figurative language	language which makes use of certain literary devices or literary techniques often called "figures of speech" in which something other than the literal meaning is implied. See: hyperbole; imagery; irony; metaphor; personification; simile; symbolism	R2B
fluency	<p>The ability to read a text accurately, quickly, and with proper expression and comprehension</p> <p>(Fluent readers do not have to concentrate on decoding words and can focus their attention on the meaning of the text.)</p>	R1D
foreshadowing	a literary device in which the author presents hints or clues about future events (Flashback is the opposite literary device, in which the author presents information that happened in an earlier time before the events currently taking place.)	R2C
formal business letter	<p>a formal business letter has a prescribed form (full block, block, semi-block) and contains a return address, inside address, salutation, body paragraphs, closing, and signature</p> <p>http://englishplus.com/grammar/00000149.htm</p>	W3E
fragment	a word or phrase that does not express a complete thought	W2F

Communication Arts K-12 GLE Glossary

Seventh Grade, p. 3		
graphic organizer	a visual device for organizing information around a concept, theme, or topic; includes, but not limited to the following: <ul style="list-style-type: none"> • advance organizer: previews instruction and provides familiar concepts that connect and anchor the new learning • chart: gives information, shows processes, or makes comparisons, often with pictures and symbols rather than with words • cluster, concept map, or web: presents written ideas around a theme, characteristic, category, or word • diagram: shows how something works, how it is constructed, or how its part relate to one another • graph: presents information with lines, pictures, and symbols rather than words • mind map: uses pictures and symbolic drawings rather than written 	W1A
high-frequency words	common words that appear often in written or spoken language (e.g., the, of, and, a, to, in, is, you)	R1D
historic time	the era, or time period, in which the plot is set; the cultural era in which an author wrote the literature	R1I
hyperbole	figurative language in which exaggeration is used to convey meaning (Understatement is the opposite of hyperbole.)	R2B
imagery	figurative language that appeals to the five senses: touch, taste, smell, hearing, and sight; mental pictures evoked through use of simile and metaphor; sensory language	R2B
imperative	see “types of writing.”	W3A
infer	to draw meaning from a combination of clues in the text without explicit reference to text	R1G
interrogative	see “types of writing.”	W3A
keywords	words and phrases used in the research process to locate appropriate information	IL1A
main idea	the words and phrases used in the research process to locate appropriate of the text	R1H
media	means of communication, including print and visual works, live and television/film/video performances, audio, Internet; plural of medium	IL2A
media techniques	<ul style="list-style-type: none"> √ print techniques: text features such as headlines, captions, boldface type √ language techniques: style (e.g., dialect, word choice, propaganda) √ symbolic techniques: visual symbols (e.g., objects, setting, color) √ technical techniques: camera angles, lighting, focus, etc. 	IL2A
metaphor	figurative language that makes a direct comparison between two unlike things; a comparison that does not use the connective words “like” or “as”	R2B
mood	the feeling created in the reader, evoked through the language of the text	R2C
multi-paragraph essay	an essay that contains an introductory paragraph, two or more body paragraphs which develop and support the main idea or theme, and a concluding paragraph	W3C
narrative	see “types of writing.”	W3A
non-fiction	writing that concerns real events and is intended to explain, inform, persuade, or give directions (e.g. autobiography, biography, memoir, essay, workplace communications)	R1H
nonverbal communication	communication without words; body language (facial expression, gestures); sign language	LS1A
note-taking	use of a system (e.g., graphic organizer) to summarize concepts and ideas presented in print, verbal, and nonverbal communications	W3B
onomatopoeia	a sound device in which the word echoes or suggests its meaning, so that sound and sense are reinforced (e.g., hiss, splash, zap, whoosh, etc.)	R2B
organizational strategy	a means of structuring ideas and/or information; use of graphic organizers	IL1C

Communication Arts K-12 GLE Glossary

Seventh Grade, p. 4		
pace	rate or speed	LS2A
paraphrase	using one's own words to express the main ideas in what has been read, seen or heard	R1H
persuasive text	see "types of writing"	W3A
paraphrase	using one's own words to express the main ideas in what has been read, seen or heard	R1H
personification	figurative language in which a non-living or non-human thing (animal, plant, object, natural force, emotion, idea) is endowed with human senses, characteristics, and qualities	R2B
phonemes	smallest sound unit of spoken language (English has approximately 44 phonemes. Some words, such as "a" or "oh," have only one phoneme. The word "if" has two phonemes: /i/ and /f/. "Check" has three phonemes: /ch/ /e/ /k/. A phoneme may be represented by more than one letter.)	R1B
phonics	phonic cues; instruction based on the alphabetic principle that there is a predictable relationship between phonemes (sounds in spoken language) and graphemes (letters that represent the sounds) that can be used to decode and read words	R1C
plot	the action or sequence of events in a story; a plot is comprised of five basic elements: exposition, rising action, climax, falling action, and resolution	R2C
point of view	<p>the perspective from which a story is told</p> <ul style="list-style-type: none"> □ first person point of view: the narrator participates in the action and refers to himself/herself as "I" □ second person point of view: not frequently used; the "you" in directions, explanations or arguments □ third person point of view: the narrator is not a character in the story, and refers to the characters as "he" or "she" as the events are told o limited omniscient point of view: the narrator relates the inner thoughts and feelings of just one character o omniscient point of view: the narrator is all-knowing and can relate the inner thoughts and feelings of all the characters 	R2C
post-reading skills	strategies used to reflect on reading and integrate new information and concepts with previously learned understandings	R1H
predict	to use context and content clues to anticipate what might happen next	R1G
pre-reading strategies	activities that take place before reading to access prior knowledge, preview text, assist the reader in predicting the text's topic or main idea and set a purpose for reading	R1F
propaganda techniques	<p>methods used to make arguments more persuasive</p> <ul style="list-style-type: none"> √ appeal to ignorance: suggests that if a claim has not been proven false, then it must be true √ bandwagon: promotes the idea that if everyone does it or believes it, it must be right √ broad generalization: claims something to be true for all members of a group √ circular thinking: uses the claim as foundational proof √ either/or: assumes only two alternatives √ loaded words: uses emotionally charged word to produce strong positive or negative reactions √ oversimplification: makes complicated issues simple to solve √ red herring: changes the subject to distract from the real argument √√ straw man: dismisses the other side of the argument as ridiculous 	R3C
purpose	writing to explain or inform, to entertain, or to persuade	W3C
read-alouds	prose or poetry that is read aloud with students (Read-aloud texts are generally at a higher reading level than the listener would be able to read and comprehend independently.)	R1G

Communication Arts K-12 GLE Glossary

Seventh Grade, p. 5		
reading rate	the speed at which a selection is read and the manner in which it is read, depending on the purpose for reading: skimming, scanning, studying, or reading for pleasure	R1D
reflect	to think about and write or speak one's views in response to a text or presentation	R1H
research plan	a multi-step sequential plan for research which includes surveying the available source material, recording bibliographic information, taking notes, and synthesizing the research material into a paper or presentation	IL1A
respond to text	to express one's thoughts and feelings about a work to reinforce understanding of the text (Responses may be oral or written, informal or formal, and include retelling the story, journaling, literary analysis, or may take the form of visual or performance art.)	R1H
retell	to give an oral or written description of a story after reading or hearing the text read aloud; a more detailed account than a summary	R1H
rhyme	<p>sound device marked by the repetition of identical or similar stressed sounds</p> <ul style="list-style-type: none"> • perfect or exact rhyme: differing consonant sounds followed by identical vowel sounds, as in "bee" and "see" • approximate rhyme: the final consonant sounds are identical, as in "trip" or "slap" • end rhyme: the rhyming words occur at the end of the lines of poetry <p>internal rhyme: rhyming words occur within the lines of poetry</p>	R2B
rhythm	a sound device characterized by the musical quality created by a pattern of stressed and unstressed syllables	R2B
run-on sentence	a sentence that contains two simple sentences joined without punctuation or a connecting word	W2F
semi-phonetic spelling	a stage in spelling development in which the spelling represents only the surface sound features of the word (A few letters may represent whole words: "ke" for the word "cookie," or "bk" for the word "book.")	W2E
sensory details	details that appeal to the five senses and evoke images of how something looks, sounds, feels, tastes, or smells; sensory details may be literal (descriptive language) or figurative (imagery)	R2B
setting	the geographic location and time period of a story	R2C
simile	figurative language in which two unlike things are compared, using the words "like" or "as"	R2B
story elements	basic parts of a story: setting, characters, plot, conflict, point of view, and theme	R2C
sub-plot	a smaller story within the larger story	R2C
summarize	make a brief statement about the essential ideas in a text	R1H
supporting details	examples provided to describe, explain, or reinforce the main idea	R1H
symbolism		
text features	parts, other than the body of the text, that designate special features (e.g., title, author, copyright, dedication); text organizers that provide structure and help readers locate information (e.g., page numbers, table of contents, captions, glossary, index, illustrations, graphs, charts, etc.)	R2A
theme	an object that holds a figurative meaning as well as its literal meaning; something that stands for something else; a representation of an abstract meaning	R2B
transitional spelling	a stage of spelling development in which the speller relies more on how words look than how they are pronounced	W2E

Communication Arts K-12 GLE Glossary

Seventh Grade, p. 6		
types of writing	<p>modes, forms, and purposes of writing:</p> <ul style="list-style-type: none"> • description/descriptive writing portrays a character, object, or scene through sensory details/imagery (precise nouns, verbs, adverbs, and adjectives that relate how things look, sound, feel, taste, smell) • exposition/expository writing presents facts, opinions, definitions of terms, and examples to inform the reader about a specific topic • narrative/narrative writing relates a story or a personal essay (e.g., anecdote, autobiography, memoir) • persuasive writing/argument seeks to influence readers or listeners to agree with a perspective or perform an action (e.g., editorials, advertisements, persuasive essays and letters, public service announcements, position papers) <p> http://www.sarasota.k12.fl.us/bhs/bryan/bryan_home2.html http://www.kimskorner4teachertalk.com/writing/modes/definitions.html http://slc.berkeley.edu/nns/l2writing/process/types.htm </p>	W1A
visualize	to picture the people, places, and/or actions that an author describes in text; a reading strategy to increase comprehension of text	R1G
vocabulary	the words one can understand and use correctly	R1E
workplace communication	writing in and for the workplace: letters, email, memos, reports, forms, pamphlets, brochures, proposals, newsletters, manuals, advertisements, etc.	W3E

Communication Arts K-12 GLE Glossary

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Eighth Grade		
active listening behaviors	actions that let the speaker know the audience is listening (Examples: non-verbal body language cues such as making eye contact and nodding in agreement, verbal cues such as questioning and summarizing main points, etc.)	LS1B
affix	one or more sounds or letters attached to the beginning or end of a word or base: prefixes and suffixes.	RIE
alliteration	repetition of the initial consonant sounds in stressed syllables or words in sequence; a “sound device”	W2F
analogy	an expression showing similarities between two things. (Analogies deal with the relationships between relationships. For example, “Explain how the relationship between thermometer and temperature are similar to the relationship between odometer and distance.” Analogies take the printed form A:B :: C:D and are read “A is to B as C is to D.”)	W3A
analyze	to examine by parsing or breaking down into smaller parts or elements	R1H
antecedent	the word, phrase, or clause to which a pronoun refers, understood by the context http://leo.stcloudstate.edu/grammar/pronante.html	W2D
audience	the author’s awareness of audience: writing for a specific purpose with a specific reader or group of readers in mind	W3E
author’s purpose	the author’s intent or reason for writing: to explain or inform, to entertain, to persuade	R2C
automaticity	automatic word recognition; the fast, effortless word recognition that comes with a great deal of reading practice (Emerging and Developing readers may be accurate, but slow and inefficient at word recognition. Continued reading practice helps word recognition become more automatic, rapid, and effortless. Automaticity refers only to accurate, speedy word recognition, not to reading with expression.)	R1D
base words	a word to which affixes may be added to create related words; root word; the basic part of a word that usually carries the main component of meaning and cannot be further analyzed without the loss of identity (e.g., “teach” in “re-teach” or “teaching”)	R1E
bias	a mental leaning, inclination, or prejudice	R3C
cause and effect	the connection or relationship between a precipitating event or reason, and its effects or results (A cause makes something occur; an effect is the outcome of the cause.)	R2C
character traits	authors develop characterization by describing various aspects of the character: physical appearance; personality; speech, behavior/actions; thoughts and/or feelings; interactions with other characters	R2C
classroom resources	reference materials such as a dictionary, thesaurus, handbook, word wall, spellchecker, glossary, or technological tool	R1E
cohesive device	elements that bind writing together as a whole; cohesive devices include transitional words and phrases as well as repetition of key words and the use of “reference words” that “point back” to ideas in the text http://leo.stcloudstate.edu/style/cohesion.html	W2F
colloquialisms	a common word or phrase that is used in everyday speech; colloquialisms may be specific to a geographic region; authors use colloquialisms to develop characterization (Examples: “W’a’s up?” or “What’s happenin’?” are colloquialisms for “How are you?”) http://www.galegroup.com/free_resources/glossary/glossary_bc.htm	LS1A
compare	To tell how things are alike; to examine both points of similarity and difference, but generally with the greater emphasis on similarities	R1I

Communication Arts K-12 GLE Glossary

Eighth Grade, p. 2		
complex task	work consisting of multiple interconnected, involved, or complicated steps	R3D
concluding sentence	closing/ending sentence; after all the details have been included in the body of the paragraph	W3C
conflict	<p>the struggle or clash between opposing characters or opposing forces</p> <ul style="list-style-type: none"> √√ external conflict: a struggle between a character and an outside force <ul style="list-style-type: none"> o person versus person o person versus society o person versus nature o person versus “fate” √ internal conflict: a struggle within a character <ul style="list-style-type: none"> o person versus self 	R2C
connotation	the attitude and emotional feelings associated with a word or idea (Denotation is a word’s literal meaning.)	R3C
context clues	information from the surrounding words, illustrations, or sentences that helps give meaning to a specific word or phrase	R1E
contrast	to explain how things are different	R1I
culture	<p>the customary beliefs and social norms of a group; the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought characteristic of a community or population</p> <p>(As part of the setting, place may involve not only the geographical place, but also the social, economic, or cultural environment.)</p>	R1I
declarative	see “types of writing”	
decoding strategies	methods of translating symbols into words	R1C
dialect	<p>a representation of the language spoken by the people of a particular place, time, or social group</p> <ul style="list-style-type: none"> □ regional dialect: spoken in a specific geographic region □ social dialect: spoken by members of a specific social group or class 	R2B
draft	writing ideas in a rough, unpolished form; the preliminary version of a piece of writing	W1A
draw conclusions	use of facts and inferences to make a judgment or decision	R1H
enunciation	clear pronunciation and articulation of words	LS2A
evaluate	to make a judgment of quality based on evidence	R1I
exclamatory	see “types of writing	W3C
expository text	see “types of writing.”	W3C
fiction	imaginative narrative in any form of presentation that is designed to entertain, as distinguished from that which is primarily designed to explain, argue, or merely describe (As a genre, fiction may include short stories, novella, novels, drama, and narrative poetry.)	R1I
figurative language	language which makes use of certain literary devices or literary techniques often called “figures of speech” in which something other than the literal meaning is implied. See: hyperbole; imagery; irony; metaphor; personification; simile; symbolism	R2B
fluency	<p>The ability to read a text accurately, quickly, and with proper expression and comprehension</p> <p>(Fluent readers do not have to concentrate on decoding words and can focus their attention on the meaning of the text.)</p>	R1D
foreshadowing	a literary device in which the author presents hints or clues about future events (Flashback is the opposite literary device, in which the author presents information that happened in an earlier time before the events currently taking place.)	R2C
formal business letter	<p>a formal business letter has a prescribed form (full block, block, semi-block) and contains a return address, inside address, salutation, body paragraphs, closing, and signature</p> <p>http://englishplus.com/grammar/00000149.htm</p>	W3E
fragment	a word or phrase that does not express a complete thought	W2F

Communication Arts K-12 GLE Glossary

Eighth Grade, p. 3		
graphic organizer	a visual device for organizing information around a concept, theme, or topic; includes, but not limited to the following: <ul style="list-style-type: none"> • advance organizer: previews instruction and provides familiar concepts that connect and anchor the new learning • chart: gives information, shows processes, or makes comparisons, often with pictures and symbols rather than with words • cluster, concept map, or web: presents written ideas around a theme, characteristic, category, or word • diagram: shows how something works, how it is constructed, or how its part relate to one another • graph: presents information with lines, pictures, and symbols rather than words • mind map: uses pictures and symbolic drawings rather than written 	W1A
high-frequency words	common words that appear often in written or spoken language (e.g., the, of, and, a, to, in, is, you)	R1D
historic time	the era, or time period, in which the plot is set; the cultural era in which an author wrote the literature	R1I
hyperbole	figurative language in which exaggeration is used to convey meaning (Understatement is the opposite of hyperbole.)	R2B
imagery	figurative language that appeals to the five senses: touch, taste, smell, hearing, and sight; mental pictures evoked through use of simile and metaphor; sensory language	R2B
imperative	see “types of writing.”	W3A
infer	to draw meaning from a combination of clues in the text without explicit reference to text	R1G
interrogative	see “types of writing.”	W3A
jargon	technical terms, acronyms, and language used by people of the same profession or specialized interest group	R2B
keywords	words and phrases used in the research process to locate appropriate information	IL1A
main idea	the words and phrases used in the research process to locate appropriate of the text	R1H
media	means of communication, including print and visual works, live and television/film/video performances, audio, Internet; plural of medium	IL2A
media techniques	<ul style="list-style-type: none"> √ print techniques: text features such as headlines, captions, boldface type √ language techniques: style (e.g., dialect, word choice, propaganda) √ symbolic techniques: visual symbols (e.g., objects, setting, color) √ technical techniques: camera angles, lighting, focus, etc. 	IL2A
metaphor	figurative language that makes a direct comparison between two unlike things; a comparison that does not use the connective words “like” or “as”	R2B
mood	the feeling created in the reader, evoked through the language of the text	R2C
multi-paragraph essay	an essay that contains an introductory paragraph, two or more body paragraphs which develop and support the main idea or theme, and a concluding paragraph	W3C
narrative	see “types of writing.”	W3A
non-fiction	writing that concerns real events and is intended to explain, inform, persuade, or give directions (e.g. autobiography, biography, memoir, essay, workplace communications)	R1H
nonverbal communication	communication without words; body language (facial expression, gestures); sign language	LS1A
note-taking	use of a system (e.g., graphic organizer) to summarize concepts and ideas presented in print, verbal, and nonverbal communications	W3B
onomatopoeia	a sound device in which the word echoes or suggests its meaning, so that sound and sense are reinforced (e.g., hiss, splash, zap, whoosh, etc.)	R2B

Communication Arts K-12 GLE Glossary

Eighth Grade, p. 4		
organizational strategy	a means of structuring ideas and/or information; use of graphic organizers	IL1C
pace	rate or speed	LS2A
paraphrase	using one's own words to express the main ideas in what has been read, seen or heard	R1H
parallel structure	parallelism; the deliberate repetition of similar or identical words and phrases in neighboring lines, sentences, or paragraphs http://www.virtualsalt.com/rhetoric.htm	W2F
persuasive text	see "types of writing"	W3A
paraphrase	using one's own words to express the main ideas in what has been read, seen or heard	R1H
personification	figurative language in which a non-living or non-human thing (animal, plant, object, natural force, emotion, idea) is endowed with human senses, characteristics, and qualities	R2B
phonemes	smallest sound unit of spoken language (English has approximately 44 phonemes. Some words, such as "a" or "oh," have only one phoneme. The word "if" has two phonemes: /i/ and /f/. "Check" has three phonemes: /ch/ /e/ /k/. A phoneme may be represented by more than one letter.)	R1B
phonics	phonic cues; instruction based on the alphabetic principle that there is a predictable relationship between phonemes (sounds in spoken language) and graphemes (letters that represent the sounds) that can be used to decode and read words	R1C
plot	the action or sequence of events in a story; a plot is comprised of five basic elements: exposition, rising action, climax, falling action, and resolution	R2C
point of view	<p>the perspective from which a story is told</p> <ul style="list-style-type: none"> □ first person point of view: the narrator participates in the action and refers to himself/herself as "I" □ second person point of view: not frequently used; the "you" in directions, explanations or arguments □ third person point of view: the narrator is not a character in the story, and refers to the characters as "he" or "she" as the events are told o limited omniscient point of view: the narrator relates the inner thoughts and feelings of just one character o omniscient point of view: the narrator is all-knowing and can relate the inner thoughts and feelings of all the characters 	R2C
post-reading skills	strategies used to reflect on reading and integrate new information and concepts with previously learned understandings	R1H
predict	to use context and content clues to anticipate what might happen next	R1G
pre-reading strategies	activities that take place before reading to access prior knowledge, preview text, assist the reader in predicting the text's topic or main idea and set a purpose for reading	R1F
primary source	an original print or non-print work	IL1B
propaganda techniques	<p>methods used to make arguments more persuasive</p> <ul style="list-style-type: none"> √ appeal to ignorance: suggests that if a claim has not been proven false, then it must be true √ bandwagon: promotes the idea that if everyone does it or believes it, it must be right √ broad generalization: claims something to be true for all members of a group √ circular thinking: uses the claim as foundational proof √ either/or: assumes only two alternatives √ loaded words: uses emotionally charged word to produce strong positive or negative reactions √ oversimplification: makes complicated issues simple to solve √ red herring: changes the subject to distract from the real argument √√ straw man: dismisses the other side of the argument as ridiculous 	R3C

Communication Arts K-12 GLE Glossary

Eighth Grade, p. 5		
purpose	writing to explain or inform, to entertain, or to persuade	W3C
read-alouds	prose or poetry that is read aloud with students (Read-aloud texts are generally at a higher reading level than the listener would be able to read and comprehend independently.)	R1G
reading rate	the speed at which a selection is read and the manner in which it is read, depending on the purpose for reading: skimming, scanning, studying, or reading for pleasure	R1D
reflect	to think about and write or speak one's views in response to a text or presentation	R1H
research plan	a multi-step sequential plan for research which includes surveying the available source material, recording bibliographic information, taking notes, and synthesizing the research material into a paper or presentation	IL1A
respond to text	to express one's thoughts and feelings about a work to reinforce understanding of the text (Responses may be oral or written, informal or formal, and include retelling the story, journaling, literary analysis, or may take the form of visual or performance art.)	R1H
retell	to give an oral or written description of a story after reading or hearing the text read aloud; a more detailed account than a summary	R1H
rhyme	<p>sound device marked by the repetition of identical or similar stressed sounds</p> <ul style="list-style-type: none"> • perfect or exact rhyme: differing consonant sounds followed by identical vowel sounds, as in "bee" and "see" • approximate rhyme: the final consonant sounds are identical, as in "trip" or "slap" • end rhyme: the rhyming words occur at the end of the lines of poetry <p>internal rhyme: rhyming words occur within the lines of poetry</p>	R2B
rhythm	a sound device characterized by the musical quality created by a pattern of stressed and unstressed syllables	R2B
run-on sentence	a sentence that contains two simple sentences joined without punctuation or a connecting word	W2F
secondary source	documents based on information collected from a primary source; newspapers, magazines, encyclopedias are examples	IL1B
semi-phonetic spelling	a stage in spelling development in which the spelling represents only the surface sound features of the word (A few letters may represent whole words: "ke" for the word "cookie," or "bk" for the word "book.")	W2E
sensory details	details that appeal to the five senses and evoke images of how something looks, sounds, feels, tastes, or smells; sensory details may be literal (descriptive language) or figurative (imagery)	R2B
setting	the geographic location and time period of a story	R2C
simile	figurative language in which two unlike things are compared, using the words "like" or "as"	R2B
slang	informal words or phrases used in casual conversation	R2B
story elements	basic parts of a story: setting, characters, plot, conflict, point of view, and theme	R2C
sub-plot	a smaller story within the larger story	R2C
summarize	make a brief statement about the essential ideas in a text	R1H
supporting details	examples provided to describe, explain, or reinforce the main idea	R1H
symbolism	an object that holds a figurative meaning as well as its literal meaning; something that stands for something else; a representation of an abstract meaning	R2B
text features	parts, other than the body of the text, that designate special features (e.g., title, author, copyright, dedication); text organizers that provide structure and help readers locate information (e.g., page numbers, table of contents, captions, glossary, index, illustrations, graphs, charts, etc.)	R2A
theme	an object that holds a figurative meaning as well as its literal meaning; something that stands for something else; a representation of an abstract meaning	R2B

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Eighth Grade, p. 6		
transitional spelling	a stage of spelling development in which the speller relies more on how words look than how they are pronounced	W2E
types of writing	<p>modes, forms, and purposes of writing:</p> <ul style="list-style-type: none"> • description/descriptive writing portrays a character, object, or scene through sensory details/imagery (precise nouns, verbs, adverbs, and adjectives that relate how things look, sound, feel, taste, smell) • exposition/expository writing presents facts, opinions, definitions of terms, and examples to inform the reader about a specific topic • narrative/narrative writing relates a story or a personal essay (e.g., anecdote, autobiography, memoir) • persuasive writing/argument seeks to influence readers or listeners to agree with a perspective or perform an action (e.g., editorials, advertisements, persuasive essays and letters, public service announcements, position papers) <p> http://www.sarasota.k12.fl.us/bhs/bryan/bryan_home2.html http://www.kimskorner4teachertalk.com/writing/modes/definitions.html http://slc.berkeley.edu/nns/l2writing/process/types.htm </p>	W1A
visualize	to picture the people, places, and/or actions that an author describes in text; a reading strategy to increase comprehension of text	R1G
vocabulary	the words one can understand and use correctly	R1E
workplace communication	writing in and for the workplace: letters, email, memos, reports, forms, pamphlets, brochures, proposals, newsletters, manuals, advertisements, etc.	W3E

Communication Arts K-12 GLE Glossary

NOTE: The purpose of this glossary is to ensure that Missouri educators have common understandings for important terms used in the Grade Level Expectations. The glossary should not be used as a “vocabulary list” of words for students to learn/memorize. Additionally, it should not be used by teachers to determine the focus of instruction at each grade level. Instead, the GLEs should be used for the purpose of determining “what needs to be addressed” at/within each grade-level.

9-12 Grade		
active voice	writing in which the subject of the sentence performs the action of the verb (Writing is in the passive voice when the subject receives the action. e.g., Passive voice = <i>The cake was decorated by my sister.</i> Active voice = <i>My sister decorated the cake.</i>) http://leo.stcloudstate.edu/grammar/pronante.html	W2F
active listening behaviors	actions that let the speaker know the audience is listening (Examples: non-verbal body language cues such as making eye contact and nodding in agreement, verbal cues such as questioning and summarizing main points, etc.)	LS1B
affix	one or more sounds or letters attached to the beginning or end of a word or base: prefixes and suffixes.	RIE
alliteration	repetition of the initial consonant sounds in stressed syllables or words in sequence; a “sound device”	W2F
analogy	an expression showing similarities between two things. (Analogies deal with the relationships between relationships. For example, “Explain how the relationship between thermometer and temperature are similar to the relationship between odometer and distance.” Analogies take the printed form A:B :: C:D and are read “A is to B as C is to D.”)	W3A
analyze	to examine by parsing or breaking down into smaller parts or elements	R1H
antecedent	the word, phrase, or clause to which a pronoun refers, understood by the context http://leo.stcloudstate.edu/grammar/pronante.html	W2D
audience	the author’s awareness of audience: writing for a specific purpose with a specific reader or group of readers in mind	W3E
author's purpose	the author’s intent or reason for writing: to explain or inform, to entertain, to persuade	R2C
automaticity	automatic word recognition; the fast, effortless word recognition that comes with a great deal of reading practice (Emerging and Developing readers may be accurate, but slow and inefficient at word recognition. Continued reading practice helps word recognition become more automatic, rapid, and effortless. Automaticity refers only to accurate, speedy word recognition, not to reading with expression.)	R1D
base words	a word to which affixes may be added to create related words; root word; the basic part of a word that usually carries the main component of meaning and cannot be further analyzed without the loss of identity (e.g., “teach” in “re-teach” or “teaching”)	R1E
bias	a mental leaning, inclination, or prejudice	R3C
cause and effect	the connection or relationship between a precipitating event or reason, and its effects or results (A cause makes something occur; an effect is the outcome of the cause.)	R2C
character traits	authors develop characterization by describing various aspects of the character: physical appearance; personality; speech, behavior/actions; thoughts and/or feelings; interactions with other characters	R2C
citation	attribution, or method of acknowledgment of source material used by an author; common citation styles include MLA, APA, and Chicago www.bedfordstmartins.com/online/citex.htm	W2C
classroom resources	reference materials such as a dictionary, thesaurus, handbook, word wall, spellchecker, glossary, or technological tool	R1E
cohesive device	elements that bind writing together as a whole; cohesive devices include transitional words and phrases as well as repetition of key words and the use of “reference words” that “point back” to ideas in the text http://leo.stcloudstate.edu/style/cohesion.html	W2F

Communication Arts K-12 GLE Glossary

9-12 Grade, p. 2		
colloquialisms	a common word or phrase that is used in everyday speech; colloquialisms may be specific to a geographic region; authors use colloquialisms to develop characterization (Examples: “W’a’s up?” or “What’s happenin’?” are colloquialisms for “How are you?”) http://www.galegroup.com/free_resources/glossary/glossary_bc.htm	LS1A
compare	To tell how things are alike; to examine both points of similarity and difference, but generally with the greater emphasis on similarities	R1I
complex task	work consisting of multiple interconnected, involved, or complicated steps	R3D
concluding sentence	closing/ending sentence; after all the details have been included in the body of the paragraph	W3C
conflict	the struggle or clash between opposing characters or opposing forces <ul style="list-style-type: none"> √ external conflict: a struggle between a character and an outside force <ul style="list-style-type: none"> o person versus person o person versus society o person versus nature o person versus “fate” √ internal conflict: a struggle within a character <ul style="list-style-type: none"> o person versus self 	R2C
connotation	the attitude and emotional feelings associated with a word or idea (Denotation is a word’s literal meaning.)	R3C
context clues	information from the surrounding words, illustrations, or sentences that helps give meaning to a specific word or phrase	R1E
contrast	to explain how things are different	R1I
culture	the customary beliefs and social norms of a group; the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought characteristic of a community or population (As part of the setting, place may involve not only the geographical place, but also the social, economic, or cultural environment.)	R1I
declarative	see “types of writing”	
decoding strategies	methods of translating symbols into words	R1C
dialect	a representation of the language spoken by the people of a particular place, time, or social group <ul style="list-style-type: none"> □ regional dialect: spoken in a specific geographic region □ social dialect: spoken by members of a specific social group or class 	R2B
draft	writing ideas in a rough, unpolished form; the preliminary version of a piece of writing	W1A
draw conclusions	use of facts and inferences to make a judgment or decision	R1H
enunciation	clear pronunciation and articulation of words	LS2A
evaluate	to make a judgment of quality based on evidence	R1I
exclamatory	see “types of writing”	W3C
expository text	see “types of writing.”	W3C
fiction	imaginative narrative in any form of presentation that is designed to entertain, as distinguished from that which is primarily designed to explain, argue, or merely describe (As a genre, fiction may include short stories, novella, novels, drama, and narrative poetry.)	R1I
figurative language	language which makes use of certain literary devices or literary techniques often called “figures of speech” in which something other than the literal meaning is implied. See: hyperbole; imagery; irony; metaphor; personification; simile; symbolism	R2B
fluency	The ability to read a text accurately, quickly, and with proper expression and comprehension (Fluent readers do not have to concentrate on decoding words and can focus their attention on the meaning of the text.)	R1D

Communication Arts K-12 GLE Glossary

9-12 Grade, p. 3		
foreshadowing	a literary device in which the author presents hints or clues about future events (Flashback is the opposite literary device, in which the author presents information that happened in an earlier time before the events currently taking place.)	R2C
formal business letter	a formal business letter has a prescribed form (full block, block, semi-block) and contains a return address, inside address, salutation, body paragraphs, closing, and signature http://englishplus.com/grammar/00000149.htm	W3E
fragment	a word or phrase that does not express a complete thought	W2F
graphic organizer	a visual device for organizing information around a concept, theme, or topic; includes, but not limited to the following: <ul style="list-style-type: none"> • advance organizer: previews instruction and provides familiar concepts that connect and anchor the new learning • chart: gives information, shows processes, or makes comparisons, often with pictures and symbols rather than with words • cluster, concept map, or web: presents written ideas around a theme, characteristic, category, or word • diagram: shows how something works, how it is constructed, or how its part relate to one another • graph: presents information with lines, pictures, and symbols rather than mind map: uses pictures and symbolic drawings rather than written 	W1A
high-frequency words	common words that appear often in written or spoken language (e.g., the, of, and, a, to, in, is, you)	R1D
historic time	the era, or time period, in which the plot is set; the cultural era in which an author wrote the literature	R1I
hyperbole	figurative language in which exaggeration is used to convey meaning (Understatement is the opposite of hyperbole.)	R2B
imagery	figurative language that appeals to the five senses: touch, taste, smell, hearing, and sight; mental pictures evoked through use of simile and metaphor; sensory language	R2B
imperative	see “types of writing.”	W3A
infer	to draw meaning from a combination of clues in the text without explicit reference to text	R1G
interrogative	see “types of writing.”	W3A
irony	contrast or discrepancy between expectation and reality <ul style="list-style-type: none"> □ dramatic irony exists when information is known to the reader or audience but unknown to the characters □ situational irony involves an occurrence that contradicts the expectations of the reader or audience □ verbal irony occurs when a writer or speaker says one thing but means the opposite 	R2B
jargon	technical terms, acronyms, and language used by people of the same profession or specialized interest group	R2B
keywords	words and phrases used in the research process to locate appropriate information	IL1A
main idea	the words and phrases used in the research process to locate appropriate of the text	R1H
media	means of communication, including print and visual works, live and television/film/video performances, audio, Internet; plural of medium	IL2A
media techniques	<ul style="list-style-type: none"> √ print techniques: text features such as headlines, captions, boldface type √ language techniques: style (e.g., dialect, word choice, propaganda) √ symbolic techniques: visual symbols (e.g., objects, setting, color) √ technical techniques: camera angles, lighting, focus, etc. 	IL2A
metaphor	figurative language that makes a direct comparison between two unlike things; a comparison that does not use the connective words “like” or “as”	R2B

Communication Arts K-12 GLE Glossary

9-12 Grade, p. 4		
mood	the feeling created in the reader, evoked through the language of the text	R2C
multi-paragraph essay	an essay that contains an introductory paragraph, two or more body paragraphs which develop and support the main idea or theme, and a concluding paragraph	W3C
narrative	see “types of writing.”	W3A
non-fiction	writing that concerns real events and is intended to explain, inform, persuade, or give directions (e.g. autobiography, biography, memoir, essay, workplace communications)	R1H
nonverbal communication	communication without words; body language (facial expression, gestures); sign language	LS1A
note-taking	use of a system (e.g., graphic organizer) to summarize concepts and ideas presented in print, verbal, and nonverbal communications	W3B
onomatopoeia	a sound device in which the word echoes or suggests its meaning, so that sound and sense are reinforced (e.g., hiss, splash, zap, whoosh, etc.)	R2B
organizational strategy	a means of structuring ideas and/or information; use of graphic organizers	IL1C
pace	rate or speed	LS2A
paraphrase	using one’s own words to express the main ideas in what has been read, seen or heard	R1H
parallel structure	parallelism; the deliberate repetition of similar or identical words and phrases in neighboring lines, sentences, or paragraphs http://www.virtualsalt.com/rhetoric.htm	W2F
persuasive text	see “types of writing”	W3A
paraphrase	using one’s own words to express the main ideas in what has been read, seen or heard	R1H
personification	figurative language in which a non-living or non-human thing (animal, plant, object, natural force, emotion, idea) is endowed with human senses, characteristics, and qualities	R2B
phonemes	smallest sound unit of spoken language (English has approximately 44 phonemes. Some words, such as “a” or “oh,” have only one phoneme. The word “if” has two phonemes: /i/ and /f/. “Check” has three phonemes: /ch/ /e/ /k/. A phoneme may be represented by more than one letter.)	R1B
phonics	phonic cues; instruction based on the alphabetic principle that there is a predictable relationship between phonemes (sounds in spoken language) and graphemes (letters that represent the sounds) that can be used to decode and read words	R1C
plot	the action or sequence of events in a story; a plot is comprised of five basic elements: exposition, rising action, climax, falling action, and resolution	R2C
point of view	the perspective from which a story is told <input type="checkbox"/> first person point of view: the narrator participates in the action and refers to himself/herself as “I” <input type="checkbox"/> second person point of view: not frequently used; the “you” in directions, explanations or arguments <input type="checkbox"/> third person point of view: the narrator is not a character in the story, and refers to the characters as “he” or “she” as the events are told <input type="checkbox"/> limited omniscient point of view: the narrator relates the inner thoughts and feelings of just one character <input type="checkbox"/> omniscient point of view: the narrator is all-knowing and can relate the inner thoughts and feelings of all the characters	R2C
post-reading skills	strategies used to reflect on reading and integrate new information and concepts with previously learned understandings	R1H
predict	to use context and content clues to anticipate what might happen next	R1G
pre-reading strategies	activities that take place before reading to access prior knowledge, preview text, assist the reader in predicting the text’s topic or main idea and set a purpose for reading	R1F

Communication Arts K-12 GLE Glossary

9-12 Grade, p. 5		
primary source	an original print or non-print work	IL1B
propaganda techniques	<p>methods used to make arguments more persuasive</p> <ul style="list-style-type: none"> √ appeal to ignorance: suggests that if a claim has not been proven false, then it must be true √ bandwagon: promotes the idea that if everyone does it or believes it, it must be right √ broad generalization: claims something to be true for all members of a group √ circular thinking: uses the claim as foundational proof √ either/or: assumes only two alternatives √ loaded words: uses emotionally charged word to produce strong positive or negative reactions √ oversimplification: makes complicated issues simple to solve √ red herring: changes the subject to distract from the real argument √√ straw man: dismisses the other side of the argument as ridiculous 	R3C
purpose	writing to explain or inform, to entertain, or to persuade	W3C
read-alouds	prose or poetry that is read aloud with students (Read-aloud texts are generally at a higher reading level than the listener would be able to read and comprehend independently.)	R1G
reading rate	the speed at which a selection is read and the manner in which it is read, depending on the purpose for reading: skimming, scanning, studying, or reading for pleasure	R1D
reflect	to think about and write or speak one's views in response to a text or presentation	R1H
reflective paper	written text conveying the writer's critical thinking about literature	W3C
reliability	dependability and suitability	LS1A
research plan	a multi-step sequential plan for research which includes surveying the available source material, recording bibliographic information, taking notes, and synthesizing the research material into a paper or presentation	IL1A
respond to text	to express one's thoughts and feelings about a work to reinforce understanding of the text (Responses may be oral or written, informal or formal, and include retelling the story, journaling, literary analysis, or may take the form of visual or performance art.)	R1H
retell	to give an oral or written description of a story after reading or hearing the text read aloud; a more detailed account than a summary	R1H
rhetorical devices	<p>element, technique, or trope that furthers an author's aim of achieving a clear and convincing argument but retains the literal meaning</p> <ul style="list-style-type: none"> □ repetition □□ parallelism □ rhetorical question □□ analogy □ overstatement / understatement □□ allusion <p>http://www.virtualsalt.com/rhetoric.htm</p>	W3C
rhyme	<p>sound device marked by the repetition of identical or similar stressed sounds</p> <ul style="list-style-type: none"> • perfect or exact rhyme: differing consonant sounds followed by identical vowel sounds, as in "bee" and "see" • approximate rhyme: the final consonant sounds are identical, as in "trip" or "slap" • end rhyme: the rhyming words occur at the end of the lines of poetry <p>internal rhyme: rhyming words occur within the lines of poetry</p>	R2B
rhythm	a sound device characterized by the musical quality created by a pattern of stressed and unstressed syllables	R2B
run-on sentence	a sentence that contains two simple sentences joined without punctuation or a connecting word	W2F
secondary source	documents based on information collected from a primary source; newspapers, magazines, encyclopedias are examples	IL1B

Communication Arts K-12 GLE Glossary

9-12 Grade, p. 6		
semi-phonetic spelling	a stage in spelling development in which the spelling represents only the surface sound features of the word (A few letters may represent whole words: “ke” for the word “cookie,” or “bk” for the word “book.”)	W2E
sensory details	details that appeal to the five senses and evoke images of how something looks, sounds, feels, tastes, or smells; sensory details may be literal (descriptive language) or figurative (imagery)	R2B
setting	the geographic location and time period of a story	R2C
simile	figurative language in which two unlike things are compared, using the words “like” or “as”	R2B
slang	informal words or phrases used in casual conversation	R2B
sound devices	alliteration, assonance, onomatopoeia, rhyme, rhythm found in text	R2B
story elements	basic parts of a story: setting, characters, plot, conflict, point of view, and theme	R2C
style	the author’s use of language, its effect and appropriateness to the author’s purpose and audience	R2C
style manual	a systematic explanation of print conventions; rules for citing sources in text, as in the MLA Guidebook , APA Publication Manual, Chicago	W3D
stylistic devices	rhetorical devices or techniques used by a writer to achieve a specific purpose through word choice, sentence structure, figurative language	W3C
sub-plot	a smaller story within the larger story	R2C
summarize	make a brief statement about the essential ideas in a text	R1H
supporting details	examples provided to describe, explain, or reinforce the main idea	R1H
symbolism	an object that holds a figurative meaning as well as its literal meaning; something that stands for something else; a representation of an abstract meaning	R2B
text features	parts, other than the body of the text, that designate special features (e.g., title, author, copyright, dedication); text organizers that provide structure and help readers locate information (e.g., page numbers, table of contents, captions, glossary, index, illustrations, graphs, charts, etc.)	R2A
theme	an object that holds a figurative meaning as well as its literal meaning; something that stands for something else; a representation of an abstract meaning	R2B
tone	the attitude the author takes toward the subject, the characters, or the audience	R2C
transitional spelling	a stage of spelling development in which the speller relies more on how words look than how they are pronounced	W2E
types of writing	<p>modes, forms, and purposes of writing:</p> <ul style="list-style-type: none"> • description/descriptive writing portrays a character, object, or scene through sensory details/imagery (precise nouns, verbs, adverbs, and adjectives that relate how things look, sound, feel, taste, smell) • exposition/expository writing presents facts, opinions, definitions of terms, and examples to inform the reader about a specific topic • narrative/narrative writing relates a story or a personal essay (e.g., anecdote, autobiography, memoir) • persuasive writing/argument seeks to influence readers or listeners to agree with a perspective or perform an action (e.g., editorials, advertisements, persuasive essays and letters, public service announcements, position papers) <p>http://www.sarasota.k12.fl.us/bhs/bryan/bryan_home2.html http://www.kimskorner4teachertalk.com/writing/modes/definitions.html http://slc.berkeley.edu/nns/l2writing/process/types.htm</p>	W1A
validity	relevance (A speaker’s message is valid if it is accurate, justifiable, and logically correct.)	LS1A
visualize	to picture the people, places, and/or actions that an author describes in text; a reading strategy to increase comprehension of text	R1G

Communication Arts K-12 GLE Glossary

9-12 Grade, p. 7		
vocabulary	the words one can understand and use correctly	R1E
workplace communication	writing in and for the workplace: letters, email, memos, reports, forms, pamphlets, brochures, proposals, newsletters, manuals, advertisements, etc.	W3E