

**GLOSSARY OF TERMS**  
**COMMUNICATION ARTS GRADE/COURSE LEVEL EXPECTATIONS**

**Missouri Department of Elementary and Secondary Education**

**November, 2009**

|                                   |   |
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| <b>active voice</b>               | writing in which the subject of the sentence performs the action of the verb <b>active voice</b> - “My sister decorated the cake.”<br>( <b>passive voice</b> - when the subject receives the action – “The cake was decorated by my sister.”)   |
| <b>active-listening behaviors</b> | actions that let the speaker know the audience is listening (e.g., non-verbal body language cues such as facial expressions, gestures, eye contact; verbal cues such as questioning and summarizing main points, etc.)  |
| <b>affixes</b>                    | one or more sounds or letters attached to the beginning or end of a word or base: prefixes and suffixes   |
| <b>alliteration</b>               | repetition of sounds in stressed syllables or words in sequence [see sound device]  |
| <b>allusion</b>                   | reference, within a literary work, to another work of fiction, film, a piece of art, or even a real event; a kind of shorthand, drawing on this outside work to provide greater context or meaning to the situation being written about.<br>(While allusions can be an economical way of communicating with the reader, they risk alienating readers who do not recognize these references.) [see rhetorical devices] |
| <b>analogy</b>                    | expression showing similarities between two things. (Analogies show relationships. For example, “Explain how the relationship between thermometer and temperature is 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.”)<br>[see rhetorical devices]   |

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| <b>analyze</b>               | To break something down into parts to examine its nature  |
| <b>antecedent</b>            | word, phrase, or clause to which a pronoun refers, as understood by the context   |
| <b>author's purpose</b>      | author's intent or reason for writing; to explain/inform, to entertain, to persuade or author's intent as demonstrated by the passage   |
| <b>automaticity</b>          | automatic word recognition; the fast, effortless word recognition that comes with a great deal of reading practice (In the early stages of learning to read, 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, <u>not</u> to reading with expression or comprehension.) |
| <b>awareness of audience</b> | writing for a specific purpose with a specific reader or group of readers in mind   |
| <b>cause and effect</b>      | connection or relationship between a precipitating event or reason and its effects or results <ul style="list-style-type: none"><li>• <b>cause:</b> makes something occur</li><li>• <b>effect:</b> outcome of the cause</li></ul>   |
| <b>character traits</b>      | characterization developed by describing various aspects of the character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.   |
| <b>classroom resources</b>   | reference materials such as a dictionary, thesaurus, handbook, word wall, glossary, or technological tool   |
| <b>cohesive devices</b>      | 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  |

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| <b>colloquialism</b>     | common word or phrase that is used in everyday speech; colloquialisms may be specific to a geographic region; authors use colloquialisms to develop characterization (e.g., “How’s it goin’?” is a colloquialism for “How are you?”)   |
| <b>compare</b>           | to tell how things are alike; to examine both points of similarity and difference, but generally with the greater emphasis on similarities   |
| <b>complex task</b>      | work consisting of multiple interconnected, involved, or complicated steps   |
| <b>concepts of print</b> | 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.)   |
| <b>conflict</b>          | struggle or clash between opposing characters or opposing forces <ul style="list-style-type: none"> <li>• <b>external conflict:</b> a struggle between a character and an outside force <ul style="list-style-type: none"> <li>○ person versus person</li> <li>○ person versus society</li> <li>○ person versus nature</li> <li>○ person versus “fate”</li> </ul> </li> <li>• <b>internal conflict:</b> a struggle within a character <ul style="list-style-type: none"> <li>○ person versus self</li> </ul> </li> </ul> |
| <b>connotation</b>       | attitude and emotional feelings associated with a word or idea ( <b>Denotation</b> - a word’s literal meaning.)  |
| <b>context clues</b>     | information from the surrounding words, illustrations, or sentences that helps give meaning to a specific word or phrase   |
| <b>contrast</b>          | to explain how things are different  |
| <b>conventions</b>       | capitalization, punctuation, spelling, grammar   |

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| <b>cueing system</b>                        | 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)  |
| <b>culture</b>                              | 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<br>(As part of the setting, place may involve not only the geographical place, but also the social, economic, or cultural environment.) |
| <b>decode</b>                               | to analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning<br>(To learn to read, one must learn the conventional code in which text is written in order to decode the written message. In reading practice, the term is used primarily to refer to word identification.)  |
| <b>decoding strategies</b>                  | methods of translating symbols into words or identifying unknown words (roots and affixes, word chunking, context clues, etc.)   |
| <b>description/<br/>descriptive writing</b> | writing that 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)<br>[see types of writing]   |
| <b>dialect</b>                              | representation of the language spoken by the people of a particular place, time or social group <ul style="list-style-type: none"> <li>• <b>regional dialect:</b> spoken in a specific geographic region</li> <li>• <b>social dialect:</b> spoken by members of a specific social group or class</li> </ul>  |
| <b>diary/journal</b>                        | log kept by an individual or group of individuals recording daily events, thoughts and opinions, the weather, or other topics  |
| <b>directionality</b>                       | ability to accurately perceive spatial orientation of print<br>(e.g., the print concept of reading from left to right and top to bottom)   |
| <b>draft</b>                                | writing ideas in a rough, unpolished form; the preliminary version of a piece of writing   |
| <b>draw conclusions</b>                     | use of facts and inferences to make a judgment or decision   |

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| <b>enunciation</b>                        | clear pronunciation and articulation of words   |
| <b>environmental print</b>                | print and other graphic symbols, in addition to books, that are found in the physical environment   |
| <b>euphemism</b>                          | literary technique that is more acceptable and usually more pleasant way of saying something that might be inappropriate or uncomfortable (“He went to his final reward” is a common saying for “He died.”)<br>[see literary techniques/devices]                                |
| <b>evaluate</b>                           | to make a judgment of quality based on evidence   |
| <b>exposition/<br/>expository writing</b> | writing that presents facts, opinions, definitions of terms, and examples to inform the reader about a specific topic<br>[see types of writing]   |
| <b>fact and opinion</b>                   | <ul style="list-style-type: none"> <li>• <b>fact:</b> statement that can be proven</li> <li>• <b>opinion:</b> statement that reflects a writer’s belief, but which cannot be supported by proof</li> </ul>  |
| <b>fiction</b>                            | 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<br>(As a genre, fiction may include short stories, novella, novels, drama, and narrative poetry.) |
| <b>figurative language</b>                | word or phrase that departs from everyday literal language for the sake of comparison, emphasis, clarity, or freshness of thought<br>[see literary techniques/devices]  |
| <b>flashback</b>                          | literary technique in which the author presents information that happened before the events currently taking place<br>[see literary techniques/devices]   |

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| <b>fluency</b>                        | ability to read a text accurately, quickly, and with proper expression and comprehension<br>(Fluent readers do not have to concentrate on decoding words and can focus their attention on the meaning of the text.)   |
| <b>foreshadowing</b>                  | literary technique in which the author provides clues to coming events in a narrative<br>[see literary techniques/devices]  |
| <b>freshness of thought</b>           | creativity or originality in writing  |
| <b>genre</b>                          | <ul style="list-style-type: none"><li>• categories used to classify literature (e.g. fiction, non-fiction, poetry, drama)</li><li>• categories used to classify writing (e.g. narrative, descriptive, expository, persuasive)</li></ul>   |
| <b>grade-level instructional text</b> | <ul style="list-style-type: none"><li>• <b>instructional reading level:</b> the text level at which a student reads 90%-95% of the words accurately with 75%-89% comprehension; the level at which a student needs support from the teacher</li><li>• <b>independent reading level:</b> the text level at which a student reads 96%-100% of the words accurately and comprehends 90%-100% of the content without help</li></ul> |

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| <b>graphic organizer</b>    | <p>a visual device in reading/and or writing for organizing information around a concept, theme, or topic; includes, but not limited to, the following:</p> <ul style="list-style-type: none"><li>• <b>advanced organizer:</b> previews instruction and provides familiar concepts that connect and anchor the new learning</li><li>• <b>chart:</b> gives information, shows processes, or makes comparisons with pictures, symbols and/or words</li><li>• <b>concept map, or web:</b> presents written ideas around a theme, characteristic, category, or word</li><li>• <b>diagram:</b> shows how something works, how it is constructed, or how its parts relate to one another</li><li>• <b>graph:</b> presents information with lines, pictures, and symbols rather than words</li><li>• <b>mind map:</b> uses pictures and symbolic drawings rather than written words to display thoughts</li><li>• <b>outline:</b> organizes information into topics and subtopics with related details; topic outlines use words and phrases to describe key information; sentence outlines use complete sentences to list major points and supporting details</li><li>• <b>Venn diagram:</b> uses two overlapping circles to express similarities and differences in two things</li></ul> |
| <b>high-frequency words</b> | common words that appear often in written or spoken language (e.g., the, of, and, a, to, in, is, you)   |
| <b>historic time frame</b>  | era, or time period, in which the plot is set; the cultural era reflected in the literature   |
| <b>humor</b>                | writing that is meant to entertain in a light manner, often in funny or absurd situations   |
| <b>hyperbole</b>            | literary technique in which exaggeration is used to convey meaning (e.g., “I’ve told you a million times.”)<br>[see literary techniques/devices]  |
| <b>idiom</b>                | term or phrase whose meaning cannot be deduced from the literal definition and the arrangement of its parts, but refers instead to a figurative meaning that is known only through common use (e.g., “I am pulling your leg.” or “You’re skating on thin ice.”)<br>[see literary techniques/devices]  |

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| <b>imagery</b> | language that appeals to the five senses: touch, taste, smell, sound, and sight; mental pictures evoked through use of simile and metaphor; sensory language [see literary techniques/devices]   |
| <b>infer</b>   | to draw meaning from a combination of clues in the text without explicit reference in the text   |
| <b>irony</b>   | <p>literary technique that compares expectations and reality</p> <p>dramatic irony exists contrast or discrepancy when information is known to the reader or audience but unknown to the characters</p> <ul style="list-style-type: none"><li>• situational irony involves an occurrence that contradicts the expectations of the reader or audience</li><li>• verbal irony occurs when a writer or speaker says one thing but means the opposite</li></ul> <p>[see literary techniques/devices]</p> |
| <b>jargon</b>  | technical terms, acronyms, and language used by people of the same profession or specialized interest group [see literary techniques/devices]  |
| <b>letter</b>  | <ul style="list-style-type: none"><li>• a <b>formal business letter</b> has a prescribed form (full block, block, semi-block) and contains a return address/heading, inside address, salutation, body paragraphs, closing, and signature</li><li>• a <b>friendly letter</b> (informal or personal letter) has five parts: date/heading, greeting/salutation, body, closing, and signature</li></ul>  |

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| <b>literary techniques/devices</b>      | <p>techniques/devices used in writing which are intended to create a special effect or feeling, which include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• euphemism</li> <li>• hyperbole</li> <li>• figurative language</li> <li>• flashback</li> <li>• foreshadowing</li> <li>• idiom</li> <li>• imagery</li> <li>• irony</li> <li>• jargon</li> <li>• metaphor</li> <li>• personification</li> <li>• propaganda</li> <li>• satire</li> <li>• simile</li> <li>• slang</li> <li>• symbolism</li> </ul> |
| <b>main idea</b>                        | <p>implicit or explicit message; what a text is “mostly about”</p>  |
| <b>metaphor</b>                         | <p>literary technique that makes a direct comparison between two unlike things; a comparison that <i>does not</i> use the connective words “like” or “as” (e.g., “Love is a rose.”)<br/>         [see literary techniques/devices]</p>  |
| <b>mood</b>                             | <p>feeling created in the reader which is evoked through the language of the text</p>   |
| <b>narrative/<br/>narrative writing</b> | <p>writing that relates a story or a personal essay (e.g., anecdote, autobiography, memoir)<br/>         [see types of writing]</p>   |
| <b>nonfiction</b>                       | <p>writing that reflects real events and is intended to explain, inform, entertain, persuade, or give directions (e.g., autobiography, biography, memoir, essay, workplace communications)</p>  |
| <b>nonverbal communication</b>          | <p>communication without words; body language (facial expression, gestures); sign language</p>  |

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| <b>onomatopoeia</b>                   | 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.)<br>[see sound device]   |
| <b>onset and rime</b>                 | parts of monosyllabic words in spoken language, smaller units than syllables but may be larger than phonemes <ul style="list-style-type: none"> <li>• <b>onset:</b> initial consonant sound of a syllable (The onset of bag is <b>b-</b>; The onset of swim is <b>sw-</b>)</li> <li>• <b>Rime:</b> part of a syllable that contains the vowel and all that follows it (The rime of bag is <b>-ag</b>; The rime of swim is <b>-im</b>. <b>Rime</b> is also referred to as a <b>word chunk</b>.)</li> </ul> |
| <b>pace</b>                           | rate or speed   |
| <b>parallel structure/parallelism</b> | deliberate repetition of similar or identical words and phrases in neighboring lines, sentences, or paragraphs [see rhetorical devices]   |
| <b>paraphrase</b>                     | using one's own words to express the main ideas in what has been read, seen, or heard   |
| <b>passage</b>                        | piece of text, fiction or non-fiction, used for instruction/assessment  |
| <b>personification</b>                | literary technique in which a non-living or non-human thing (e.g. animal, plant, object, natural force, emotion, idea) is endowed with human senses, characteristics, and qualities (e.g., "a happy home") [see literary techniques/devices]  |
| <b>perspective/viewpoint</b>          | position from which something is considered or evaluated; standpoint  |
| <b>persuasive writing/argument</b>    | writing that 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) [see types of writing]   |

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| <b>phoneme</b>             | smallest part of spoken language that makes a difference in the meaning of words (English has approximately 41 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.)   |
| <b>phonemic awareness</b>  | awareness of the sounds that make up words (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.”)  |
| <b>phonetic spelling</b>   | spelling a word as it sounds   |
| <b>phonics</b>             | phonic cues; instruction based on the alphabetic principle that there is a predictable relationship between <b>phonemes</b> (sounds in spoken language) and <b>graphemes</b> (letters that represent the sounds) that can be used to decode and read words   |
| <b>plot</b>                | action or sequence of events in a story; five basic elements: exposition, rising action, climax, falling action, and resolution  |
| <b>point of view</b>       | <p>perspective from which a story is told</p> <ul style="list-style-type: none"> <li>• <b>first person point of view:</b> the narrator participating in the action and referring to himself/herself as “I”</li> <li>• <b>second person point of view:</b> the “you” in directions, explanations or arguments (not frequently used)</li> <li>• <b>third person point of view:</b> the narrator generally not a character in the story (although this is not always the case), and referring to the characters as “he” or “she” as the events are told <ul style="list-style-type: none"> <li>○ <b>limited omniscient point of view:</b> the narrator relating the inner thoughts and feelings of just one character</li> <li>○ <b>omniscient point of view:</b> the narrator as all-knowing and relating the inner thoughts and feelings of all the characters</li> </ul> </li> </ul> |
| <b>poise</b>               | appearance of ease, self-confidence, and self-control in one’s manner  |
| <b>post-reading skills</b> | strategies used to reflect on reading and to integrate new information and concepts with previously learned understandings   |

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| <b>predict</b>                | to use context and content clues to anticipate what might happen next   |
| <b>pre-reading strategies</b> | 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 [see graphic organizer]   |
| <b>pre-writing strategies</b> | activities that take place before writing to give structure and organization to the piece [see graphic organizer]   |
| <b>pronoun case</b>           | pronouns may be used as subjects, objects, or possessives <ul style="list-style-type: none"> <li>• <b>subjective/nominative case:</b> “<u>He</u> went to the mall.”</li> <li>• <b>objective case:</b> “The cat sat on <u>her</u> lap.”</li> <li>• <b>possessive case:</b> “Is that <u>your</u> sweater?”</li> </ul>   |
| <b>propaganda techniques</b>  | methods used to make arguments more persuasive <ul style="list-style-type: none"> <li>• <b>appeal to ignorance:</b> suggests that if a claim has not been proven false, then it must be true</li> <li>• <b>bandwagon:</b> promotes the idea that if everyone does it or believes it, it must be right</li> <li>• <b>broad generalization:</b> claims something to be true for all members of a group</li> <li>• <b>circular thinking:</b> uses the claim as foundational proof</li> <li>• <b>either/or:</b> assumes only two alternatives</li> <li>• <b>loaded words:</b> uses emotionally charged words to produce strong positive or negative reactions</li> <li>• <b>oversimplification:</b> makes complicated issues simple to solve</li> <li>• <b>red herring:</b> changes the subject to distract from the real argument</li> <li>• <b>straw man:</b> dismisses the other side of the argument as ridiculous</li> </ul> |
| <b>purpose</b>                | writing to explain or inform, to entertain, to describe, or to persuade   |
| <b>question to clarify</b>    | comprehension technique in which a student generates questions about text during reading in order to come to a deeper understanding of the text   |
| <b>read-alouds</b>            | fiction or nonfiction that is read aloud with students  |

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| <b>reading rate</b>          | speed at which a selection is read based on the purpose for reading: skimming, scanning, studying, or reading for pleasure   |
| <b>reflect</b>               | to think about and write or speak one's views in response to a text, presentation, or experience   |
| <b>reflective writing</b>    | written text conveying the writer's critical thinking about text   |
| <b>refrain</b>               | word, phrase or sentence that is repeated for emphasis in a poem   |
| <b>reliability</b>           | dependability and credibility  |
| <b>repetition</b>            | words or certain phrases repeated for a stronger emphasis by the author. [see rhetorical devices]  |
| <b>respond to literature</b> | to express one's thoughts and feelings about a work to reinforce understanding of the text   |
| <b>resume</b>                | organized summary of a job applicant's background and qualifications   |
| <b>retell</b>                | 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   |
| <b>rhetorical device</b>     | method used in writing or speaking in which language is used to influence or persuade an audience <ul style="list-style-type: none"><li>• <b>allusion</b></li><li>• <b>analogy</b></li><li>• <b>parallelism</b></li><li>• <b>repetition</b></li><li>• <b>rhetorical question</b></li><li>• <b>understatement</b></li></ul> |
| <b>rhetorical question</b>   | question posed for its persuasive effect without the expectation of a reply [see rhetorical device]  |

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| <b>rhyme</b>                  | <p>sound device marked by the repetition of identical or similar stressed sounds</p> <ul style="list-style-type: none"> <li>• <b>perfect or exact rhyme:</b> differing consonant sounds followed by identical vowel sounds, as in “bee” and “see”</li> <li>• <b>approximate rhyme:</b> the final consonant sounds are identical, as in “trip” and “slap”</li> <li>• <b>end rhyme:</b> the rhyming words occur at the end of the lines of poetry</li> <li>• <b>internal rhyme:</b> rhyming words occur within the lines of poetry</li> </ul> <p>[see sound device]</p> |
| <b>rhyme scheme</b>           | <p>pattern of rhyming lines in a poem (Rhyme schemes are denoted by representative letters to show which lines rhyme. For example, <b>abab</b> could denote a quatrain’s rhyme scheme.)</p>   |
| <b>rhythm</b>                 | <p>sound device characterized by the musical quality created by a pattern of stressed and unstressed syllables [see sound device]</p>   |
| <b>root word</b>              | <p>form of a word after all affixes are removed</p>   |
| <b>satire</b>                 | <p>literary technique that combines a critical attitude with humor, often with the intent of correcting or changing the subject of the satire [see literary techniques/devices]</p>   |
| <b>semi-phonetic spelling</b> | <p>stage in spelling development in which the spelling represents only the surface sound features of the word (A few letters may represent whole words: “bk” for the word “book.”)</p>  |
| <b>sensory details</b>        | <p>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)</p>  |
| <b>sentence variety</b>       | <p>four basic types:</p> <ul style="list-style-type: none"> <li>• <b>declarative sentence:</b> informs the reader; punctuated with a period</li> <li>• <b>exclamatory sentence:</b> expresses strong feelings; punctuated with an exclamation point</li> <li>• <b>imperative sentence:</b> commands, makes requests; usually punctuated with a period, sometimes with an exclamation point</li> <li>• <b>interrogative sentence:</b> asks a question; punctuated with a question mark</li> </ul>  |

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| <b>sentence structures</b> | four basic sentence structures include: <ul style="list-style-type: none"> <li>• <b>simple sentence:</b> one independent clause and no dependent clauses, as in “The dog ate my homework.”</li> <li>• <b>compound sentence:</b> two or more coordinate independent clauses, but no dependent clause, as in “George talked about global warming, and Harry listened to every word.”</li> <li>• <b>complex sentence:</b> one independent clause and one or more dependent clauses, as in “I knew when you came in.”</li> <li>• <b>compound complex:</b> compound sentence with two or more independent clauses and one or more dependent clauses, as in “Teachers speak and students listen when both are motivated.”</li> </ul> |
| <b>setting</b>             | geographic location and time period of a story   |
| <b>simile</b>              | literary technique in which two unlike things are compared, using the words “like” or “as” (e.g., “Ice is smooth as glass.”) [see literary techniques/devices]   |
| <b>slang</b>               | informal words or phrases used in casual conversation [see literary techniques/devices]  |
| <b>sound device</b>        | use of sound for certain literary effects <ul style="list-style-type: none"> <li>• <b>alliteration</b></li> <li>• <b>onomatopoeia</b></li> <li>• <b>rhyme</b></li> <li>• <b>rhythm</b></li> </ul>  |
| <b>stanza</b>              | division of a poem consisting of a series of lines arranged together   |
| <b>story elements</b>      | basic parts of a story: setting, characters, plot, conflict, point of view, and theme  |
| <b>style</b>               | author’s use of language; its effect and appropriateness to the author’s purpose and audience  |
| <b>style manual</b>        | systematic explanation of print conventions; rules for citing sources in text, as in the MLA Guidebook, APA Publication Manual, Chicago  |
| <b>subplot</b>             | smaller story within the larger story  |

**GLOSSARY OF TERMS**  
**COMMUNICATION ARTS GRADE/COURSE LEVEL EXPECTATIONS**

**Missouri Department of Elementary and Secondary Education**

**November, 2009**

|                              |  |
|------------------------------|--|
| <b>summarize</b>             | to make a brief statement about the essential ideas or major points in a text  |
| <b>summary</b>               | shortened version of the original; (Main purpose of a summary is to highlight the major points from a text/passage, a film, or an event.)  |
| <b>supporting details</b>    | examples provided to describe, explain, or reinforce the main idea   |
| <b>symbolism</b>             | object that holds a figurative meaning as well as its literal meaning; something that stands for something else; a representation of an abstract meaning [see literary techniques/devices]   |
| <b>text features</b>         | 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.)   |
| <b>theme</b>                 | underlying or implicit meaning, concept, or message in a text  |
| <b>tone</b>                  | attitude the author takes toward the subject, the characters, or the audience  |
| <b>transitional spelling</b> | stage of spelling development in which the speller relies more on how words look than how they are pronounced  |
| <b>types of writing</b>      | <p>modes, forms, and purposes of writing:</p> <ul style="list-style-type: none"> <li>• <b>description/descriptive writing</b> 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)</li> <li>• <b>exposition/expository writing</b> presents facts, opinions, definitions of terms, and examples to inform the reader about a specific topic</li> <li>• <b>narrative/narrative writing</b> relates a story or a personal essay (e.g., anecdote, autobiography, memoir)</li> <li>• <b>persuasive writing/argument</b> seeks to influence readers to agree with a perspective or perform an action (e.g., editorials, advertisements, persuasive essays and letters, public service announcements, position papers)</li> </ul> |
| <b>understatement</b>        | form of speech in which a lesser expression is used than what would be expected [See rhetorical devices]   |

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| <b>validity</b>                   | message that is relevant, accurate, justifiable, and logically correct  |
| <b>verbal communication</b>       | words spoken aloud  |
| <b>viewpoint/<br/>perspective</b> | [See perspective/viewpoint]   |
| <b>visualize</b>                  | to picture the people, places, and/or actions that an author describes in text; a reading strategy to increase comprehension of text                            |
| <b>vocabulary</b>                 | words one can understand and use correctly  |
| <b>voice</b>                      | distinctive tone or style of a particular writer; a reflection of the personality of the writer   |
| <b>word chunk</b>                 | parts of monosyllabic words in spoken language [see onset and rime]   |
| <b>workplace communication</b>    | writing in and for the workplace: letters, email, memos, reports, forms, pamphlets, brochures, proposals, newsletters, manuals, advertisements, etc.            |
| <b>writing plan</b>               | organizational format used to “think through” a piece of writing. It is generally chosen by the student and may take the form of pictures, webs, outlines, etc. |