

Communication Arts Course Level Expectations

The Communication Arts *Grade Level Expectations* document is an **updated** version of the March, 2004 K-12 Communication Arts Grade Level Expectations. Missouri educators from across the state, representing education from the primary grades through the college level, met numerous times to carefully examine the current Grade Level Expectations and make suggestions to update that document. This is the result of their discussion and study.

Please note:

- In several instances, the difference is a change in location, rather than a change in the GLE itself.
- All Communication Arts content may be assessed at the grade level where it appears.
- **Teachers are responsible for content up to—and including—that which appears at the grade level they teach. This document represents a continuum of instruction, so teachers must be familiar with GLEs leading up to their grade level so that they may scaffold instruction for students missing requisite skills.**
- The GLE Update and Review Committees addressed only Reading and Writing.

An asterisk (*) is used to indicate GLEs that are locally assessed.

PLEASE NOTE: The Listening and Speaking and Information Literacy strands will be revised during the 2008-2009 school year. The existing version is included at the end of this document and includes grades K-12. While the Listening and Speaking and Information Literacy strands are under revision, teachers are still responsible for the content in the existing version.

Sources: *7 Keys to Comprehension: How to Help Your Kids Read It and Get It!* (Zimmerman, Susan and Chryse Hutchins, Heinemann Publishers); *Apprenticeship in Literacy: Transitions Across Reading and Writing* (Dorn, Linda, Stenhouse Publishers); *Glossary of Terms* (NAEP Reading Framework); *Information Literacy Strands for Student Learning: Standards and Indicators* (American Association of School Librarians and the Association for Educational Communications and Technology, 1998); *Literary Devices* (Jay Braiman, 2003,2006); *Mosaic of Thought* (Zimmerman, Susan and Ellin Keene, Heinemann Publishers); *NETS for Students* (International Society for Technology in Education, National Educational Technology Standards for Students); *Scaffolding Young Writers: A Writer's Workshop Approach* (Dorn, Linda, Stenhouse Publishers); *Shaping Literate Minds: Developing Self-Regulated Learners* (Dorn, Linda, Stenhouse Publishers); *Strategies that Work: Teaching Comprehension to Enhance Understanding* (Harvey, Stephanie and Anne Goudvis, Stenhouse Publishers); *Units of Study for Primary Writing* (Calkins, Lucy, Heinemann Publishers); *Units of Study for Teaching Writing Grades 3-5* (Calkins, Lucy, Heinemann Publishers).

Missouri Department of Elementary and Secondary Education
October, 2008

Reading

2/9/2011

1 Develop and apply skills and strategies to the reading process				
	English I	English II	English III	English IV
A				
Print Concepts				
DOK				
ST				
B				
Phonemic Awareness				
DOK				
ST				
C	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed
Phonics				
DOK	2	2	2	2
ST	CA 2, 3, 1.6			

Reading

2/9/2011

1 Develop and apply skills and strategies to the reading process				
	English I	English II	English III	English IV
D	* Read grade-level instructional text a. with fluency: accuracy, comprehension and appropriate expression b. adjusting reading rate to difficulty and type of text	* Read grade-level instructional text a. with fluency: accuracy, comprehension and appropriate expression b. adjusting reading rate to difficulty and type of text	* Read grade-level instructional text a. with fluency: accuracy, comprehension and appropriate expression b. adjusting reading rate to difficulty and type of text	* Read grade-level instructional text a. with fluency: accuracy, comprehension and appropriate expression b. adjusting reading rate to difficulty and type of text
Fluency				
DOK	1	1	1	1
ST	CA 2, 3, 1.5			
F	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus
Vocabulary				
DOK	2	2	2	2
ST	CA 2, 3, 1.5, 1.6			
F	* Apply pre-reading strategies to aid comprehension a. access prior knowledge b. preview c. predict with text support or rationale d. set a purpose and rate for reading	* Apply pre-reading strategies to aid comprehension a. access prior knowledge b. preview c. predict with text support or rationale d. set a purpose and rate for reading	* Apply pre-reading strategies to aid comprehension a. access prior knowledge b. preview c. predict with text support or rationale d. set a purpose and rate for reading	* Apply pre-reading strategies to aid comprehension a. access prior knowledge b. preview c. predict with text support or rationale d. set a purpose and rate for reading
Pre-Reading				
DOK	2	2	2	2
ST	CA 2, 3, 1.5, 1.6			

Reading

2/9/2011

1 Develop and apply skills and strategies to the reading process				
	English I	English II	English III	English IV
G	*During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize	*During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize	*During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize	*During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize
During Reading				
DOK	2	2	2	2
ST	CA 2, 3, 1.5, 1.6, 3.5			
H	Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details *b. question to clarify *c. reflect d. draw conclusions e. paraphrase f. summarize	Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details *b. question to clarify *c. reflect d. draw conclusions e. paraphrase f. summarize	Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details *b. question to clarify *c. reflect d. draw conclusions e. paraphrase f. summarize	Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details *b. question to clarify *c. reflect d. draw conclusions e. paraphrase f. summarize
Post-Reading				
DOK	3	3	3	3
ST	CA 2, 3, 1.5, 1.6, 3.5			
I	Compare, contrast, analyze and evaluate connections: a. text to text (information and relationships in various fiction and non-fiction works) *b. text to self (text ideas and own experiences) *c. text to world (text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture)	Compare, contrast, analyze and evaluate connections: a. text to text (information and relationships in various fiction and non-fiction works) *b. text to self (text ideas and own experiences) *c. text to world (text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture)	Compare, contrast, analyze and evaluate connections: a. text to text (information and relationships in various fiction and non-fiction works) *b. text to self (text ideas and own experiences) *c. text to world (text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture)	Compare, contrast, analyze and evaluate connections: a. text to text (information and relationships in various fiction and non-fiction works) *b. text to self (text ideas and own experiences) *c. text to world (text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture)
Making Connections				
DOK	3	3	3	3
ST	CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5	CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5	CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5	CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5

Reading

2/9/2011

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times				
	English I	English II	English III	English IV
A	Analyze and evaluate the text features in grade-level text	Analyze and evaluate the text features in grade-level text	Analyze and evaluate the text features in grade-level text	Analyze and evaluate the text features in grade-level text
Text Features				
DOK	3	3	3	3
ST	CA 2, 3, 1.5, 1.6, 2.4, 3.5	CA 2, 3, 1.5, 1.6, 2.4, 3.5	CA 2, 3, 1.5, 1.6, 2.4, 3.5	CA 2, 3, 1.5, 1.6, 2.4, 3.5
B	Identify and explain literary techniques, in text emphasizing <ul style="list-style-type: none"> a. irony b. imagery c. repeated sound, line or phrase d. analyze sensory details, figurative language, sound devices, and literary techniques previously introduced 	Identify and explain literary techniques, in text emphasizing <ul style="list-style-type: none"> a. understatement b. parallelism c. allusion d. analogy e. analyze and evaluate literary techniques, sensory details, figurative language, and sound devices previously introduced 	Identify and explain literary techniques, in text emphasizing <ul style="list-style-type: none"> a. euphemism b. satire c. analyze and evaluate literary techniques, sensory details, figurative language, and sound devices previously introduced 	Analyze and evaluate literary techniques, sensory details, figurative language, and sound devices previously introduced
Literary Techniques				
DOK	2	3	3	3
ST	CA 2, 3, 1.5, 1.6, 2.4, 3.5	CA 2, 3, 1.5, 1.6, 2.4, 3.5	CA 2, 3, 1.5, 1.6, 2.4, 3.5	CA 2, 3, 1.5, 1.6, 2.4, 3.5
C	Use details from text(s) to <ul style="list-style-type: none"> a. demonstrate comprehension skills previously introduced b. analyze character, plot, setting, point of view c. analyze the development of a theme across genres d. evaluate the effect of author's style 	Use details from text(s) to <ul style="list-style-type: none"> a. demonstrate comprehension skills previously introduced b. analyze character, plot, setting, point of view c. analyze the development of a theme across genres d. identify and analyze tone 	Use details from text(s) to <ul style="list-style-type: none"> a. demonstrate comprehension skills previously introduced b. analyze character, plot, setting, point of view c. analyze the development of a theme across genres d. evaluate the effect of tone on the overall meaning of work 	Use details from text(s) to <ul style="list-style-type: none"> a. demonstrate comprehension skills previously introduced b. analyze character, plot, setting, point of view c. analyze the development of a theme across genres d. evaluate the effect of tone on the overall meaning of work
Literary Elements				
DOK	3	3	3	3
ST	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times				
	English I	English II	English III	English IV
A	Explain, analyze and evaluate the author's use of text features to clarify meaning	Explain, analyze and evaluate the author's use of text features to clarify meaning	Explain, analyze and evaluate the author's use of text features to clarify meaning	Explain, analyze and evaluate the author's use of text features to clarify meaning
Text Features				
DOK	3	3	3	3
ST	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5
B	Identify and explain literary techniques, in text emphasizing <ul style="list-style-type: none"> a. irony b. imagery c. repeated sound, line or phrase d. analyze sensory details, figurative language, sound devices, and literary techniques previously introduced 	Identify and explain literary techniques, in text emphasizing <ul style="list-style-type: none"> a. understatement b. parallelism c. allusion d. analogy e. analyze and evaluate literary techniques, sensory details, figurative language, and sound devices previously introduced 	Identify and explain literary techniques, in text emphasizing <ul style="list-style-type: none"> a. euphemism b. satire c. analyze and evaluate literary techniques, sensory details, figurative language, and sound devices previously introduced 	Analyze and evaluate literary techniques, sensory details, figurative language, and sound devices previously introduced
Literary Techniques				
DOK	2	3	3	3
ST	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5
C	Use details from informational text to <ul style="list-style-type: none"> a. identify and explain the organizational pattern b. analyze and evaluate effectiveness of word choice c. analyze and evaluate the accuracy and adequacy of evidence d. analyze and evaluate point of view e. analyze and evaluate author's viewpoint/perspective f. evaluate proposed solutions g. demonstrate comprehension skills previously introduced 	Use details from informational and persuasive text(s) to <ul style="list-style-type: none"> a. analyze and evaluate the organizational patterns b. identify and analyze faulty reasoning and unfounded inferences c. evaluate proposed solutions d. evaluate for accuracy and adequacy of evidence e. evaluate effect of tone on the overall meaning of work f. analyze and evaluate point of view g. analyze and evaluate author's viewpoint/perspective h. demonstrate comprehension skills previously introduced 	Use details from argumentative text(s) to <ul style="list-style-type: none"> a. analyze and evaluate the organizational patterns b. identify and analyze faulty reasoning and unfounded inferences c. evaluate proposed solutions d. evaluate for accuracy and adequacy of evidence e. analyze and evaluate the type of appeal (emotional, ethical, and logical) f. evaluate effect of tone on the overall meaning of work g. analyze and evaluate point of view h. analyze and evaluate author's viewpoint/perspective i. demonstrate comprehension skills previously introduced 	Use details from argumentative text(s) to <ul style="list-style-type: none"> a. analyze and evaluate the organizational patterns b. identify and analyze faulty reasoning and unfounded inferences c. evaluate proposed solutions d. evaluate for accuracy and adequacy of evidence e. analyze and evaluate the type of appeal (emotional, ethical, and logical) f. evaluate effect of tone on the overall meaning of work g. analyze and evaluate point of view h. analyze and evaluate author's viewpoint/perspective i. demonstrate comprehension skills previously introduced
Text Structures				
DOK	3	3	3	3
ST	CA 3, 1.5, 1.6, 1.7, 2.4, 3.4, 3.5, 3.6, 3.7, 3.8	CA3 1.5, 1.6, 1.7, 2.4, 3.4, 3.5, 3.6, 3.7, 3.8	CA3 1.5, 1.6, 1.7, 2.4, 3.4, 3.5, 3.6, 3.7, 3.8	CA3 1.5, 1.6, 1.7, 2.4, 3.4, 3.5, 3.6, 3.7, 3.8

Reading

2/9/2011

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times				
	English I	English II	English III	English IV
D	*Read and apply multi-step directions to perform complex procedures and/or tasks	*Read and apply multi-step directions to perform complex procedures and/or tasks	*Read and apply multi-step directions to perform complex procedures and/or tasks	*Read and apply multi-step directions to perform complex procedures and/or tasks
Understanding Directions				
DOK	2	2	2	2
ST	CA 3, 1.5, 1.6			

Writing

1 Apply a writing process in composing text				
	English I	English II	English III	English IV
A	Follow a writing process to a. use appropriate prewriting strategies as needed b. generate a draft *c. revise in response to feedback (peer and/or teacher) *d. edit for conventions (refer to W2E) *e. share writing	Apply a writing process to write effectively in various forms and types of writing (refer to W3A)	Apply a writing process to write effectively in various forms and types of writing (refer to W3A)	Apply a writing process to write effectively in various forms and types of writing (refer to W3A)
Writing Process				
DOK	3	3	3	3
ST	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2

Writing

2 Compose well-developed text				
	English I	English II	English III	English IV
A Audience and purpose	Compose text a. showing awareness of audience b. choosing a form and point of view appropriate to purpose and audience	Compose text a. showing awareness of audience b. choosing a form and point of view appropriate to purpose and audience	Compose text a. showing awareness of audience b. choosing a form and point of view appropriate to purpose and audience	Compose text a. showing awareness of audience b. choosing a form and point of view appropriate to purpose and audience
	3	3	3	3
DOK	3	3	3	3
ST	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1
B Ideas and Content	Compose text with: a. strong controlling idea b. relevant specific details c. complex ideas d. freshness of thought	Compose text with: a. strong controlling idea b. relevant specific details c. complex ideas d. freshness of thought	Compose text with: a. strong controlling idea b. relevant specific details c. complex ideas d. freshness of thought	Compose text with: a. strong controlling idea b. relevant specific details c. complex ideas d. freshness of thought
	3	3	3	3
DOK	3	3	3	3
ST	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1
C Organization and Sentence Structure	Compose text with a. effective beginning, middle, and end b. a logical order c. effective paragraphing d. cohesive devices e. varied sentence structure f. clarity of expression g. active voice	Compose text with a. effective beginning, middle, and end b. a logical order c. effective paragraphing d. cohesive devices e. varied sentence structure f. clarity of expression g. active voice	Compose text with a. effective beginning, middle, and end b. a logical order c. effective paragraphing d. cohesive devices e. varied sentence structure f. clarity of expression g. active voice	Compose text with a. effective beginning, middle, and end b. a logical order c. effective paragraphing d. cohesive devices e. varied sentence structure f. clarity of expression g. active voice
	3	3	3	3
DOK	3	3	3	3
ST	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1
D Word Choice	Compose text using a. precise and vivid language b. writing techniques, such as imagery, humor, voice, and figurative language	Compose text using a. precise and vivid language b. writing techniques such as imagery, humor, voice, and figurative language	Compose text using a. precise and vivid language b. writing techniques such as imagery, humor, voice, figurative language, and rhetorical devices	Compose text using a. precise and vivid language b. writing techniques such as imagery, humor, voice, figurative language, and rhetorical devices
	3	3	3	3
DOK	3	3	3	3
ST	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1

Writing

2 Compose well-developed text				
	English I	English II	English III	English IV
E	In written text apply a. conventions of capitalization b. conventions of punctuation c. standard usage	In written text apply a. conventions of capitalization b. conventions of punctuation c. standard usage	In written text apply a. conventions of capitalization b. conventions of punctuation c. standard usage	In written text use a. conventions of capitalization b. conventions of punctuation c. standard usage
Conventions				
DOK	1	1	1	1
ST	CA 1, 2.2	CA 1, 2.2	CA 1, 2.2	CA 1, 2.2

Writing

3 Write effectively in various forms and types of writing				
	English I	English II	English III	English IV
A	Compose a variety of texts, a. using narrative, descriptive, expository, and/or persuasive features b. in various formats, including workplace communication c. including summary d. including literary analysis e. including reflective writing	Compose a variety of texts, a. using narrative, descriptive, expository, and/or persuasive features b. in various formats, including workplace communication c. including summary d. including literary analysis e. including reflective writing	Compose a variety of texts, a. using narrative, descriptive, expository, and/or persuasive features b. in various formats, including workplace communications (resume, letter of application, follow-up letter) c. including summary d. including literary analysis e. including reflective writing	Compose a variety of texts, a. using narrative, descriptive, expository, and/or persuasive features b. in various formats, including workplace communications (resume, letter of application, follow-up letter) c. including summary d. including literary analysis e. including reflective writing
Forms/Types/Modes of Writing				
	3	3	3	3
	CA 4, 1.8, 2.1, 2.6, 4.8	CA 4, 1.8, 2.1, 2.6, 4.8	CA 4, 1.8, 2.1, 2.6, 4.8	CA 4, 1.8, 2.1, 2.6, 4.8

Listening and Speaking

1 Develop and apply effective listening skills and strategies	
GRADE 9-12	
A	Listen <ul style="list-style-type: none"> • for enjoyment • for information • for directions • critically to summarize and evaluate communications that inform, persuade and entertain • to evaluate own and others' effectiveness in presentations and group discussions, using provided criteria • to evaluate the validity and reliability of speaker's message
Purpose for Listening	
ST	CA 5, 6 1.5, 1.6, 1.10
FR	II 3b, 4f, III 1b-c, f, 3a, c & f-h, IV 1b, 3a, 9-12
B	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)
Listening Behavior	
ST	CA 5, 6 1.5
FR	II 5b, III1b, IV 1c-d, 9-12

Listening and Speaking

2 Develop and apply effective speaking skills and strategies for various audiences and purposes	
GRADE 9-12	
A	In discussions and presentations, <ul style="list-style-type: none"> • create concise presentations on a variety of topics • incorporate appropriate media or technology • respond to feedback • defend ideas • demonstrate poise and self-control
Discussion and Presentation	
ST	CA 1, 6 2.1, 2.3, 4.6
FR	I 2c, II 2b-c, 4a-c, 5a, 6a, III 4d & i, IV 1c, 3a, 9-12
B	Give clear and concise multi-step oral directions to perform complex procedures and/or tasks
Giving Directions	
ST	CA 1, 6 2.1, 2.3
FR	II 3c, 6a, 9-12

Information Literacy – UNDER REVISION

1 Develop and apply effective research process skills to gather, analyze and evaluate information	
GRADE 9-12	
A	Develop an appropriate research plan to guide investigation and research of focus questions
Research Plan	
ST CA 2, 3 1.1, 1.4, 4.5 FR I 2a-b, IV 2d, 9-12	
B	Locate and use multiple primary and secondary sources to <ul style="list-style-type: none"> • select relevant and credible information • evaluate reliability of information • evaluate reliability of sources
Acquire information	
ST CA 2, 3 1.2, 1.4, 1.7 FR I 2d-e, 3a, III 1d, IV 1e, 9-12	
C	Record relevant information from multiple primary and secondary sources using a self-selected note-taking or organizational strategy
Record Information	
ST CA 2, 3, 4, 1.2, 1.8, 2.1 FR III 1d, 9-12	
D	Document sources of information using a standard citation format
Sources Consulted	
ST CA 4 1.4, 1.7, 1.8, 2.3, 4.4 FR II 3a, IV 3f-g, 9-12	

Information Literacy – UNDER REVISION

2 Develop and apply effective skills and strategies to analyze and evaluate oral and visual media	
GRADE 9-12	
A	Analyze, describe and evaluate the elements of messages projected in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)
Media Messages	
ST	CA 5 1.5, 1.7, 2.7
FR	I 1b, 2d, III 3h-l, 9-12