

Missouri Learning Standards: Grade Level Expectations
ELA 6-12 Terminology: Explanations and Examples

This document is a companion to the 6-12 ELA Expectations that were approved by the Missouri State Board of Education in April 2016. Terms in the 6-12 ELA Expectations determined by educators to need explanation are hyperlinked from the Expectations document to this glossary. K-5 educators can also make use of this document as a resource for their ELA Expectations.

Terminology/Location in Expectations	Explanation	Example(s)
advanced searches <ul style="list-style-type: none"> • 9-10.W.1.A • 11-12.W.1.A 	Skilled research or inquiry done accurately, effectively and at a high level of sophistication. Researchers use discretionary techniques and digital tools to filter the sources they choose to examine based on specific search criteria.	A researcher may filter sources using discretionary techniques such as key words or phrases, author, publication date, reading level, website credibility, etc. A highly effective researcher utilizes techniques that have the potential to yield the most relevant, credible information
aesthetic impact <ul style="list-style-type: none"> • 11-12.RL.2.A • 11-12.RL.2.C • 11-12.RI.2.A 	Aesthetic impact of a text lies in its ability to stimulate the senses or emotions of readers or viewers. Varied techniques are used by writers/creators to ensure the work is perceived in a pleasing or, in some cases, displeasing way.	When discussing the aesthetic impact of a poem, one might describe its pleasing sounds, as opposed to its symbolic depth. When describing the aesthetic impact of an article, one might describe how the creative use of graphics makes reading the article a pleasant experience.
artistic mediums <ul style="list-style-type: none"> • 11-12.RL.3.A • 11-12.RI.3.A <p><i>(See media/medium/mediums below.)</i></p>		

<p>basic bibliographic information</p> <ul style="list-style-type: none"> • 6.W.1.A 	<p>Minimum amount of bibliographic information as specified by a citation system.</p>	<p>In general, citation systems make use of abbreviated citations within the text that point the reader to the bibliographic references section, where the full details of the sources appear. Information in the citations typically includes</p> <ul style="list-style-type: none"> • for books: author, title, publisher, publication date, publication location • for articles: author, article title, publication title, date of publication, page numbers • for websites: author, article title, URL, date of access <p>It is not necessary for students to memorize a specific style (MLA, APA, etc.); students should instead know how to use whichever style manual/guide is required for a particular research assignment. For instance, a school's English courses might require use of MLA while psychology courses might require use of APA.</p>
<p>blend</p> <ul style="list-style-type: none"> • 9-10.W.2.A • 11-12.W.2.A 	<p>Combine techniques of narrative, expository and/or argumentative writing within a single piece of writing.</p>	<p>Within an argumentative essay, a student might choose to write an anecdotal hook as an introduction (narrative) and include well-developed informative paragraphs as evidence (expository).</p>

<p>citing textual evidence/cite evidence</p> <ul style="list-style-type: none"> • 6.RL.1.A • 6.RL.1.D • 7.RL.1.A • 8.RL.1.A • 9-10.RL.1.A • 11-12.RL.1.A • 6.RI.1.A • 6.RI.1.D • 7.RI.1.A • 8.RI.1.A • 9-10.RI.1.A • 11-12.RI.1.A 	<p>Students quote, paraphrase, summarize and/or make brief reference to information from texts/source materials to support their thinking, ideas or answers. When forming answers, students should provide attribution or make reference to the text/source from which the supporting evidence was found. (<i>Citing</i>, as used in the expectations listed at left, does not refer to formal parenthetical documentation.)</p>	<p>Student response citing textual evidence: <i>I think the theme of the story is life doesn't always turn out as expected. The author conveys this theme in the third paragraph when he describes how surprised John was when he lost the tournament. Additionally, in the concluding paragraph, the author makes the statement that life sometimes has unexpected twists and turns.</i></p>
<p>conventions of language as appropriate to task</p> <ul style="list-style-type: none"> • 6.SL.2.A • 7.SL.2.A • 8.SL.2.A • 9-10.SL.2.A • 11-12.SL.2.A 	<p>Conventions of language when speaking means a standard way to express oneself in a manner that meets people's expectations and helps ensure spoken utterances are received and understood. Observing standard conventions of language when speaking includes proper grammar, usage and sentence construction. Conventions of language are critical to ensure the spoken message conveys the same as what the listener understands. Note: There are times when standard conventions might be deliberately ignored to bring about a desired effect or better address the needs of the audience.</p>	<p>We commonly agree that in most cases a "sentence" in speaking consists of a complete thought and that it will have certain parts (at minimum a subject and a verb). The choice of whether to speak using a particular dialect, to include slang or jargon or to strictly adhere to conventions of standard English should be considered based on the audience and purpose/task. For example, the President of the United States would use formal conventions when addressing Congress but would use more relaxed conventions when addressing voters at a casual campaign event.</p>

<p>conventions of standard English</p> <ul style="list-style-type: none"> • 6.W.3.A.c • 7.W.3.A.c • 8.W.3.A.c • 9-10.W.3.A.c • 11-12.W.3.A.c 	<p><i>(See Language strand in K-5 expectations for delineation of which conventions are taught at each grade level; conventions taught during grades 6-12 should expand upon what was taught during grades K-5.)</i></p>	
<p>credibility</p> <ul style="list-style-type: none"> • 6.W.1.A • 7.W.1.A • 8.W.1.A 	<p>The accuracy, reliability and trustworthiness of sources.</p>	<p>A student searching for an anecdotal example to use as an introduction for an expository essay on foster care and adoption could find credible examples in magazine and newspaper articles that have been vetted by databases (SIRS, EBSCO, CQ Researcher, etc.). On the other hand, compelling anecdotes that appear on an online blog may or may not be true; their credibility is questionable.</p>
<p><i>Taking advantage of technology's capacity to . . . display information flexibly and dynamically</i></p> <ul style="list-style-type: none"> • 9-10.W.3.A.e 	<p>To ensure written products are presented in a compelling and dynamic manner, a student needs to remain flexible and open minded in the use of multimedia features. When deciding which media features to use and the best way to present or display information, the student needs to consider two key elements: audience and purpose.</p>	<p>A group of students choose to publish their informational article about rock bands of the 1990s on a website primarily viewed by teens. The students decide to embed pictures of four rock bands within the article. They record short audio clips from hit songs from each band. When the picture of the rock band is double clicked, the audio clip plays.</p>
<p>diverse media (related to skillful listening)</p> <ul style="list-style-type: none"> • 6.SL.1.C • 7.SL.1.C • 8.SL.1.C • 9-10.SL.1.C • 11-12.SL.1.C 	<p><i>Diverse media</i> in the Speaking and Listening strand refers to media that require listening. They contain an auditory component such as oral presentations, live discussions or performances as well as video or auditory recordings.</p>	<p>A student listens to a recorded excerpt of a debate between presidential candidates followed by watching an excerpt from a televised newscast about the debate. Based on what the student heard in the sound recording of the debate and the newscast about the debate, the student listens for media bias in the newscast.</p>

<p>draw conclusions vs. infer</p> <ul style="list-style-type: none"> • 6.RL.1.A • 7.RL.1.A • 8.RL.1.A • 9-10.RL.1.A • 11-12.RL.1.A • 6.RI.1.A • 7.RI.1.A • 8.RI.1.A • 9-10.RI.1.A • 11-12.RI.1.A 	<p>As presented in the expectations listed, to infer means to use inferential thinking to</p> <ol style="list-style-type: none"> 1) make logical assumptions about information not directly stated in text 2) draw logical conclusions supported by textual evidence 3) make logical predictions based on the textual evidence <p>The relationship between “infer” and “draw a conclusion” is often confused. One has to use inferencing (inferential thinking) to draw a conclusion. One reason for the confusion between the two terms may be the lack of understanding that inferencing occurs at varied degrees of difficulty.</p> <p>Difficult inferences may occur for any of the following reasons: supporting evidence presented within the text is limited, the ideas are not presented in a straightforward manner or all or multiple-portions of the text have to be considered to arrive at a logical assumption.</p> <p>Less difficult inferences may occur for any of the following reasons: there is ample supporting evidence present within the text, the ideas are presented in a literal and straightforward manner or a small portion of text has to be considered to arrive at a logical assumption.</p>	<p>After reading a story about a high school football player, students were asked the following question: Was Joe injured in the football game? Yes or No? Because the text never directly states that Joe was injured, the students have to use evidence from the text as a basis to infer either “Yes” or “No.”</p> <p>After reading an article that describes unique adaptations made by living organisms to survive adverse conditions, students were asked to tell the central idea of the article. Because the central idea is not directly stated, students had to consider evidence presented throughout the article and use inferential thinking to arrive at a logical conclusion about the central idea.</p> <p>After reading an article about various problems with “landfills” and descriptions of solutions that have proven unsuccessful, students were given a choice between making a prediction as to what might happen if a solution is not found or describing a logical next step or solution. In either case, the student must use inferential thinking and evidence throughout the article to arrive at a logical response (draw a conclusion).</p>
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<p>fallacious reasoning</p> <ul style="list-style-type: none"> • 9-10.RI.2.D 	<p>Faulty or flawed reasoning or logic; common logical fallacies include, but are not limited to, dogmatism, overgeneralization, faulty analogy, circular reasoning and bandwagon.</p>	<p><i>Joseph Spencer must be the most qualified candidate for the office because 75 percent of registered voters plan to vote for him.</i> This example uses the bandwagon approach to convince others to do something because everyone else is doing it. In other words, you should do it, too, or you will be left out.</p>
<p>figurative language</p> <ul style="list-style-type: none"> • 6.RL.1.B • 7.RL.1.B • 8.RL.1.B • 9-10.RL.1.B • 11-12.RL.1.B • 6.RL.2.C • 6.RI.1.B • 7.RI.1.B • 8.RI.1.B • 9-10.RI.1.B • 11-12.RI.1.B • 6.RI.2.C 	<p><i>(See sections K-5.R.1.B/Reading Vocabulary and K-5.R.2.B/Reading Poetry in K-5 expectations for delineation of figurative language taught at each grade level; figurative language taught during grades 6-12 should expand upon what was taught during grades K-5.)</i></p>	
<p>form</p> <ul style="list-style-type: none"> • 7.RL.2.A • 8.RL.2.A 	<p>The term <i>form</i> refers to the type of text being used by the author to present the information (i.e., prose, poem, drama, journal entries, etc.). Authors select a form to effectively convey meaning and impact readers.</p>	<p>Authors may present or tell the same story using different forms. The same story might be told using a poem, prose, a dramatic performance, a series of journal entries, etc.</p>

<p>infer</p> <ul style="list-style-type: none"> • 6.RL.1.A • 7.RL.1.A • 8.RL.1.A • 9-10.RL.1.A • 11-12.RL.1.A • 6.RI.1.A • 7.RI.1.A • 8.RI.1.A • 9-10.RI.1.A • 11-12.RI.1.A <p>(See draw conclusions vs. infer above.)</p>		
<p>integrate information</p> <ul style="list-style-type: none"> • 6.W.1.A • 7.W.1.A • 8.W.1.A • 9-10.W.1.A • 11-12.W.1.A 	<p>Effectively combine and organize relevant information from multiple sources to develop a topic, answer a question or prove a point.</p>	<p>A student wants to make the point that global warming is caused by using fossil fuels; the student combines critical pieces of relevant information from three different sources to support the claim.</p>
<p>literary devices</p> <ul style="list-style-type: none"> • 8.RL.2.D 	<p>As used in this expectation, the term <i>literary devices</i> is used synonymously with the term <i>literary techniques</i>, those structures that enhance understanding and appreciation of the piece of writing.</p>	<p>Metaphor, simile, hyperbole, personification, irony, etc.</p>

<p>media/medium/mediums</p> <p>different media/mediums</p> <ul style="list-style-type: none"> • 6.RI.1.C • 7.RI.1.C • 8.RI.1.C • 9-10.RI.1.C • 11-12.RI.1.C • 7.RI.3.A • 8.RI.3.A • 11-12.RI.3.A <p>media formats</p> <ul style="list-style-type: none"> • 9-10.RI.3.A <p>artistic mediums</p> <ul style="list-style-type: none"> • 11-12.RL.3.A • 11-12.RI. 3.A 	<p>A channel or system of communication, information or entertainment; varied ways for authors/creators to share ideas and messages with readers and/or viewers.</p> <p><i>Note: Use of the term artistic does not limit the medium to what one might typically view as art: paintings, sculptures, etc. This term refers to any medium of communication (see examples in column at right).</i></p>	<p>Mediums include (but are not limited to) written prose, poems, dramas, journals, live performances or dramas, films, videos, paintings, sculptures, posters, charts, etc. The medium that is used shapes the way in which a reader receives the message (i.e., the same narrative presented as a prose novel vs. a film will impact the reader differently due to the different ways in which the reader interacts with each text and the different production techniques that are present in each medium).</p>
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<p>point of view (as perspective)</p> <ul style="list-style-type: none"> • 6.RL.2.B • 7.RL.2.B • 8.RL.2.B • 9-10.RL.2.B • 11-12.RL.2.B • 6.RI.2.B • 7.RI.2.B • 8.RI.2.B • 9-10.RI.2.B • 11-12.RI.2.B 	<p><i>Note: Missouri testing precedent shows that the term point of view is used synonymously with the term perspective.</i></p> <p>In literary text, point of view/perspective is how the narrator perceives what is happening in the story.</p> <p>In informational text, point of view/perspective is the angle from which a speaker or writer presents information, the stance a writer takes on a topic.</p>	<p>Literary text example: In <i>To Kill a Mockingbird</i>, the point of view/perspective of Scout (the narrator) is that of a naïve child who is troubled by the attitudes and actions of many of the adults who inhabit the small Alabama town of Maycomb.</p> <p>Informational text example: Susan Cain, in her book <i>Quiet</i>, champions the important role introverts play in a society that increasingly values collaboration among extroverts.</p>
<p>standard citation system</p> <ul style="list-style-type: none"> • 6.W.1.A • 7.W.1.A • 8.W.1.A • 9-10.W.1.A • 11-12.W.1.A 	<p>Means for providing consistent, formal references to sources.</p>	<p>The most common citation systems are American Psychological Association (APA), Modern Language Association (MLA), Chicago Manual of Style (CMOS/Chicago) and Turabian.</p> <p>It is not necessary for students to memorize a specific style (MLA, APA, etc.); students should instead know how to use whichever style manual/guide is required for a particular research assignment.</p>

<p>standard format for citation</p> <ul style="list-style-type: none"> • 7.W.1.A • 8.W.1.A • 9-10.W.1.A • 11-12.W.1.A 	<p>Citation formats or styles differ mostly in the location, order and syntax of information about references. There are two major divisions within most citation styles: documentary-note style and parenthetical style. Documentary-note style involves using either footnotes or endnotes so that information about sources is readily available to readers but does not interfere with their reading of the work. Parenthetical style is generally considered an abbreviated form of citation and does not require footnotes or endnotes. Source information is provided within the written text, and a "Works Cited" page is located at the end of the paper.</p>	<p>Sample parenthetical style within the written text: Professor Scott asserts that "environmental reform in Alaska in the 1970s accelerated rapidly as a pipeline expansion" (Scott 23).</p>
<p>techniques unique to each medium</p> <ul style="list-style-type: none"> • 7.RL.3.A 	<p>Novelists, poets, journalists, filmmakers, musicians, etc., use the techniques at their disposal to convey their message.</p>	<p>Students reading Anne Frank's <i>The Diary of a Young Girl</i> could compare and contrast the mood created by her narration with the mood created by the musical score in the movie version of her story.</p> <p>Some examples of techniques:</p> <ul style="list-style-type: none"> • Novelists—figurative language, characterization, etc. • Journalists—quotes, photographs • Filmmakers—lighting, musical score

<p>text organization</p> <ul style="list-style-type: none"> • 7. RI.2.A • 8.RI.2.A 	<p>The sequence in which information is presented.</p>	<p>Walter Dean Myers’s novel <i>Monster</i> structures the narrative intermittently using the protagonist’s personal journal entries and a screenplay of events that happened in his life. The narrative is organized chronologically to follow the protagonist’s court trial but frequently includes flashbacks to events that occurred before the trial.</p>
<p>text’s form/structure</p> <ul style="list-style-type: none"> • 7.RL.2.A • 7.RI.2.A • 8.RL.2.A • 8.RI.2.A • 9-10.RL.2.A • 9-10.RI.2.A • 11-12.RL.2.A • 11-12.RI.2.A 	<p>The internal organization of literary or informational texts.</p> <p>Literary texts typically have literary elements such as characters, setting, problem/solution and plot that are organized to allow the series of events to unfold in a dramatic way. Events may unfold in sequence, or events may be presented out of order via the use of flashbacks or visionary experiences.</p> <p>Authors of informational texts use a structure that best conveys information or ideas. A nonfiction text can have one overall text structure or several different text structures. Examples of types of text structure include sequential, problem/solution, cause/effect, description, compare/contrast and classification.</p>	<p>Literary text example: John Steinbeck’s <i>The Grapes of Wrath</i> employs a structure in which narrative and descriptive chapters alternate, the descriptive chapters providing context for the narrative of the Joad family.</p> <p>Informational text example: A social studies textbook chapter may be written in chronological order but may contain a paragraph that explains a cause-and-effect relationship.</p>
<p>verbal filler</p> <ul style="list-style-type: none"> • 9-10.SL.2.A 	<p>Unnecessary, often distracting words or utterances used to fill pauses.</p>	<p><i>Um, er, like, well, etc.</i></p>

<p>visual elements of a text</p> <ul style="list-style-type: none"> • 6.RL.1.C • 6.RI.1.C • 7.RL.1.C • 7.RI.1.C • 8.RL.1.C • 8.RI.1.C • 9-10.RL.1.C • 9-10.RI.1.C • 11-12.RL.1.C • 11-12.RI.1.C 	<p>Visual elements such as illustrations, graphs/charts, maps, photos, clip art, etc., are used by authors to help clarify ideas, allow the reader to follow the argument, share information or provide data. In some texts, visual elements present information that is not found elsewhere in the text and must be carefully analyzed in order to gain full understanding of the text as a whole.</p>	<p>Literary text example: A graphic novel, such as <i>Maus</i> by Art Spiegelman, utilizes both written language and drawings (visual elements) to communicate its message and develop characters.</p> <p>Informational text example: Magazines, such as <i>National Geographic</i>, often contain photos and charts to enhance or supplement the information in the articles.</p>
<p>voice</p> <ul style="list-style-type: none"> • 6.W.2.A • 7.W.2.A • 8.W.2.A • 9-10.W.2.A • 11-12.W.2.A 	<p>The distinctive style or manner of expression developed through choices in diction, syntax, literary techniques, etc., that conveys the writer’s/speaker’s attitude (tone) or personality.</p>	<p>In his “I Have a Dream” speech, Martin Luther King, Jr., uses extended metaphor to create a tone of urgent hope: “We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we’ve come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.”</p>
<p>writing process</p> <ul style="list-style-type: none"> • 6.W.2.A • 7.W.2.A • 8.W.2.A • 9-10.W.2.A • 11-12.W.2.A 	<p>Steps taken to compose and publish a piece of writing.</p>	<p>Possible writing process:</p> <ol style="list-style-type: none"> 1. Pre-writing 2. Drafting 3. Revising 4. Editing 5. Publishing