WRITTEN AND ORAL COMMUNICATION   Kindergarten – Grade 5

Rhode Island and New Hampshire LOCAL Grade Level Expectations (GLEs) for Written & Oral Communication
including New England Common Assessment Program (NECAP) STATE Grade Level Expectations (GLEs) for Written Communication
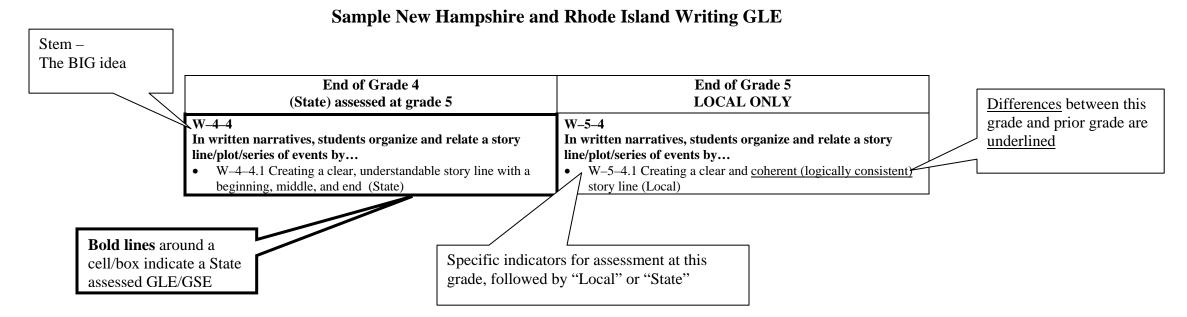
Introduction

The New England Common Assessment Program (NECAP) Writing GLEs have been developed as a means to identify the writing content knowledge and skills expected of all students, for large-scale assessment of writing in two grade levels, 5th grade and 8th grade. GLEs/GSEs _are meant to capture the "big ideas" of writing that can be assessed, without narrowing the curriculum locally_. They _are not intended_ to represent the full writing curriculum for instruction and assessment locally, at each grade. The set of GLEs/GSEs includes concepts and skills intended to be assessed on demand, in a large-scale assessment (indicated by "State") and other GLEs (indicated by "Local") for local assessment purposes only. All of the Writing GLEs described in this document are expected to be assessed locally, even if indicated for large-scale assessment. "Local GLEs" in writing include those concepts and skills not easily assessed in an on-demand setting (e.g., writing process). Grade Level Expectations – at any grade – represent writing content knowledge and skills _introduced instructionally at least one to two years before_ students are expected to demonstrate confidence in applying them independently in an on-demand assessment.

The GLEs in this document can be interpreted as describing the expectations for the end of the grade identified, or the beginning of the next grade. For example, grade 4 GLEs identify grade level expectations in writing for both the end of grade 4 and the beginning of grade 5, for large-scale assessment purposes.

When using the Written and Oral Communication Grade Level and Grade Span Expectations, the following are important to understand:

1. **Writing Dimensions: Purpose, Organization, Details, Voice/Tone** are addressed throughout the set of Writing GLEs/GSEs using descriptions appropriate to the related writing genres. GLES #W-2 - #W-8 (all grades) and #W-12 - #W-14 (high school only) assess writing dimensions as they are applied to different types of writing. Writing Dimensions are not addressed, nor intended to be assessed with a single GLE.

2. All of the concepts and skills identified at a given grade level are "fair game" for large-scale assessment purposes if "(State)" appears at the end of the GLE. Conjunctions used throughout this document have specific meaning. The use of the conjunction "or" means that a student can be assessed on all or just some of the elements of the GLE/GSE in a given year. The use of "and" between elements of a GLE/GSE means that the _intent_ is to assess each element every year. In some situations, "or" is used when students have choices about how they will provide supporting evidence for their response (e.g., when writing in response to text, a student might choose support an opinion or judgment about text with appropriate examples, OR quotations, OR citations).

3. Each GLE/GSE includes three parts.
   a. **A statement in bold,** called the "stem," is at the beginning of each GLE/GSE. Each "stem" is the same or similar across the grades for a given GLE/GSE, and is meant to communicate the main curriculum and instructional focus of the GLE/GSE across the grades.
   b. The non-bold text within a GLE/GSE indicates how the GLE/GSE is specified at a given grade level or grade span. There are often several indicators for each GLE/GSE stem. Each indicator is coded and indicated as "fair game" for state or local assessment.
   c. Differences between adjacent grades are underlined. (Note: Sometimes nothing is underlined within a GLE/GSE. In these situations, differences in adjacent grades "assumes applying writing skills with increasing complexity.")

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4. Each GLE/GSE is coded for the content area, the grade level, the GLE "stem" number, and the specific indicator for that GLE stem. [E.g., "W–2–3.2" means W (Writing) – 2 (grade 2) - 3 (3rd GLE "stem") – 2 (the second specific indicator for the 3rd GLE stem).]

Sample New Hampshire and Rhode Island Writing GLE

Stem –
The BIG idea

End of Grade 4 (State) assessed at grade 5	End of Grade 5 LOCAL ONLY
W–4–4 **In written narratives, students organize and relate a story line/plot/series of events by…** • W–4–4.1 Creating a clear, understandable story line with a beginning, middle, and end (State)	**W–5–4** **In written narratives, students organize and relate a story line/plot/series of events by…** • W–5–4.1 Creating a clear and coherent (logically consistent) story line (Local)

Differences between this grade and prior grade are underlined

Bold lines around a cell/box indicate a State assessed GLE/GSE

Specific indicators for assessment at this grade, followed by "Local" or "State"

The GLE/GSE stem identifies "the what" – meaning, "What is the big idea for instruction and assessment?"
The bulleted indicators following each stem identify "the how" – meaning, "How will students demonstrate what they know and are able to do?"

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Overview of New Hampshire and Rhode Island Grade Level Expectations (GLEs) for Written & Oral Communication

Content Clusters for Written & Oral Communication	Focus of GLE/GSE	GLE/GSE Number*	Page(s)
Habit of Writing	Writing Process	**W-10**	**4**
	Writing Extensively (grades 3-12)	**W-11**	**5**
Structures of Language	Applying Understanding of Sentences, Paragraphs, and Text Structures (Structures of Language are assessed within all genres of writing.)	**W-1**	**6**
Reading-Writing Connection	Writing in Response to Literary or Informational Text	**W-2** **W-3**	**7** **8**
Expressive Writing	Narratives	**W-4** **W-5**	**9** **10**
	Poetry (grades 7-12)	**W-12** **W-13**	**n/a**
	Reflective Essay (grades 8-12)	**W-14**	**n/a**
Informational Writing	Reports, Procedures, or Persuasive Writing	**W-6** **W-7** **W-8**	**11-12** **13** **14**
Writing Conventions	Applying Rules of Grammar, Usage, and Mechanics (Conventions are assessed within all genres of writing.)	**W-9**	**15-16**
Oral Communication Strategies	Interactive Listening	**OC-1**	**17**
	Make Oral Presentations	**OC-2**	**18**

Writing Appendices	A: Glossary of Writing Terms	**19-22**
	B: Overview of the Writing Process	**23**

*NOTE: GLE/GSE numbering is not in sequence. The numbering code was built upon the existing NECAP GLEs for grades 3-8 and then local GLEs and high school GSEs were added.

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Habit of Writing: Writing Process (W-10)					
End of Kindergarten **LOCAL ONLY**	**End of Grade 1** **LOCAL ONLY**	**End of Grade 2** **LOCAL ONLY**	**End of Grade 3** **LOCAL ONLY**	**End of Grade 4** **LOCAL ONLY**	**End of Grade 5** **LOCAL ONLY**
W–K–10 **Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products. (Local)** Note: students at this level will only be pre-writing and drafting.	**W–1–10** **Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products. (Local)** Note: students at this level will only be pre-writing and drafting.	**W–2–10** **Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products. (Local)**	**W–3–10** **Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products. (Local)**	**W–4–10** **Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products. (Local)**	**W–5–10** **Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products. (Local)**
See Appendix B for Writing Process	See Appendix B for Writing Process	See Appendix B for Writing Process	See Appendix B for Writing Process	See Appendix B for Writing Process	See Appendix B for Writing Process

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Habit of Writing: Writing Extensively (W-11)					
End of Kindergarten LOCAL ONLY	**End of Grade 1 LOCAL ONLY**	**End of Grade 2 LOCAL ONLY**	**End of Grade 3 LOCAL ONLY**	**End of Grade 4 LOCAL ONLY**	**End of Grade 5 LOCAL ONLY**
W–K–11 Demonstrates the habit of writing extensively by… Not assessed at this grade level	**W–1–11 Demonstrates the habit of writing extensively by…** Not assessed at this grade level	**W–2–11 Demonstrates the habit of writing extensively by…** Not assessed at this grade level	**W–3–11 Demonstrates the habit of writing extensively by…** • W–3–11.1 Writing with frequency, including in-school, out-of-school, and during the summer (Local)	**W–4–11 Demonstrates the habit of writing extensively by…** • W–4–11.1 Writing with frequency, including in-school, out-of-school, and during the summer (Local)	**W–5–11 Demonstrates the habit of writing extensively by…** • W–5–11.1 Writing with frequency, including in-school, out-of-school, and during the summer (Local)
			• W–3–11.2 Sharing thoughts, observations, or impressions (Local)	• W–4–11.2 Sharing thoughts, observations, or impressions (Local)	• W–5–11.2 Sharing thoughts, observations, or impressions (Local)
			• W–3–11.3 Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook	• W–4–11.3 Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes	• W–5–11.3 Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals
			• W–3–11.4 Not assessed at this grade level	• W–4–11.4 Writing in a variety of genres (Local)	• W–5–11.4 Writing in a variety of genres (Local)

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Structures of Language: Applying Understanding of Sentences, Paragraphs, Text Structures (W-1)					
End of Kindergarten **LOCAL ONLY**	**End of Grade 1** **LOCAL ONLY**	**End of Grade 2** **LOCAL ONLY**	**End of Grade 3** **LOCAL ONLY**	**End of Grade 4** **STATE ASSESSED**	**End of Grade 5** **LOCAL ONLY**
W–K–1 **Students demonstrate command of the structures of sentences, paragraphs, and text by…** • W–K–1.1 Expressing an idea using pictures and letters (Local)	**W–1–1** **Students demonstrate command of the structures of sentences, paragraphs, and text by…** • W–1–1.1 Writing recognizable short sentences (Local)	**W–2–1** **Students demonstrate command of the structures of sentences, paragraphs, and text by…** • W–2–1.1 Writing short sentences (Local)	**W–3–1** **Students demonstrate command of the structures of sentences, paragraphs, and text by…** • W–3–1.1 Writing a variety of complete simple sentences (Local) EXAMPLES: declarative, exclamatory, and interrogative	**W–4–1** **Students demonstrate command of the structures of sentences, paragraphs, and text by…** • W–4–1.1 Writing a variety of complete simple and compound sentences (State)	**W–5–1** **Students demonstrate command of the structures of sentences, paragraphs, and text by…** • W–5–1.1 Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (Local)
• W–K–1.2 Not assessed at this grade level	• W–1–1.2 Not assessed at this grade level	• W–2–1.2 Not assessed at this grade level	• W–3–1.2 Recognizing indentations for new paragraphs (Local)	• W–4–1.2 Using the paragraph form: indenting, main idea, supporting details (State)	• W–5–1.2 Using the paragraph form: indenting, main idea, supporting details (Local)
• W–K–1.3 Not assessed at this grade level	• W–1–1.3 Not assessed at this grade level	• W–2–1.3 Not assessed at this grade level	• W–3–1.3 Not assessed at this grade level	• W–4–1.3 Not assessed at this grade level	• W–5–1.3 Recognizing organizational structures *within* paragraphs (Local) EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast EXAMPLE: When given a paragraph and a list of text structures, students identify structure used or their purpose
• W–K–1.4 Not assessed at this grade level	• W–1–1.4 Not assessed at this grade level	• W–2–1.4 Not assessed at this grade level	• W–3–1.4 Not assessed at this grade level	• W–4–1.4 Not assessed at this grade level	• W–5–1.4 Not assessed at this grade level
• W–K–1.5 Not assessed at this grade level	• W–1–1.5 Distinguishing between letters, words, and sentences (Local)	• W–2–1.5 Distinguishing between letters, words, sentences, and paragraphs (Local)	• W–3–1.5 Recognizing complete sentences (Local) EXAMPLES: simple and compound sentences	• W–4–1.5 Subsumed in W-4-1.1	• W–5–1.5 Subsumed in W-5-1.1

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• W–K–1.6 Not assessed at this grade level	• W–1–1.6 Applying directionality as appropriate to text (e.g., left to right, top to bottom) (Local)	• W–2–1.6 Applying directionality as appropriate to text (e.g., left to right, top to bottom, front and back) (Local)	• W–3–1.6 Applying directionality as appropriate to text (Local)	• W–4–1.6 Applying directionality as appropriate to text (Local)	• W–5–1.6 Applying directionality as appropriate to text (Local) EXAMPLE: double-columned text

Reading-Writing Connection: Writing in Response to Literary or Informational Text- Showing Understanding of Ideas in Text (W-2)

End of Grade K LOCAL ONLY	End of Grade 1 LOCAL ONLY	End of Grade 2 LOCAL ONLY	End of Grade 3 LOCAL ONLY	End of Grade 4 STATE ASSESSED	End of Grade 5 LOCAL ONLY
W–K–2 **In response to literary or informational text, students show understanding of plot/ideas/concepts by…** • W–K–2.1 Representing understanding of text through pictures (pictures may include labels, which might only include beginning sounds and/or ending sounds) (Local)	**W–1–2** **In response to literary or informational text, students show understanding of plot/ideas/concepts by…** • W–1–2.1 Representing understanding of text through pictures, "<u>words,</u>" "<u>sentences,</u>" or some combination (Local)	**W–2–2** **In response to literary or informational text, students show understanding of plot/ideas/concepts by…** • W–2–2.1 <u>Selecting information to set context/background</u> (Local) EXAMPLE: When setting context, include author and title	**W–3–2** **In response to literary or informational text, students show understanding of plot/ideas/concepts by…** • W–3–2.1 Selecting <u>appropriate</u> information to set context/background (Local) EXAMPLE: When setting context, include author, title, brief summary	**W–4–2** **In response to literary or informational text, students show understanding of plot/ideas/concepts by…** • W–4–2.1a Selecting appropriate information to set context/background (State) • W–4–2.1b Writing an introduction that sets context/background (Local)	**W–5–2** **In response to literary or informational text, students show understanding of plot/ideas/concepts by…** • W–5–2.1 Selecting appropriate information to set context/background (Local) EXAMPLE: When setting context, include introduction of a character to make sure the reader understands who the character is
• W–K–2.2 Not assessed at this grade level	• W–1–2.2 Not assessed at this grade level	• W–3–2.2 Not assessed at this grade level	• W–3–2.2 Selecting ideas that support the development of a summary (Local)	• W–4–2.2 <u>Summarizing ideas</u> (Local)	• W–5–2.2 Summarizing <u>key</u> ideas (Local)
• W–K–2.3 Not assessed at this grade level	• W–1–2.3 Not assessed at this grade level	• W–3–2.3 Not assessed at this grade level	• W–3–2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts (Local)	• W–4–2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts (State)	• W–5–2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge <u>or other texts, by referring to relevant ideas</u> (Local)

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Reading-Writing Connection: Writing in Response to Literary or Informational Text- Making Analytical Judgments about Text (W-3)					
End of Grade K **LOCAL ONLY**	**End of Grade 1** **LOCAL ONLY**	**End of Grade 2** **LOCAL ONLY**	**End of Grade 3** **LOCAL ONLY**	**End of Grade 4** **STATE ASSESSED**	**End of Grade 5** **LOCAL ONLY**
W–K–3 **In response to literary or informational text read aloud, students make and support analytical judgments about text by…** • W–K–3.1 Using prior knowledge or reference to text to respond to a question using pictures (pictures may include labels, which might only include beginning sounds and/or ending sounds) (Local)	**W–1–3** **In response to literary or informational text read aloud or read independently, students make and support analytical judgments about text by…** • W–1–3.1 Using prior knowledge or references to text to respond to a question (evidence may take the form of pictures, words, sentences, or some combination) (Local)	**W–2–3** **In response to literary or informational text, students make and support analytical judgments about text by…** • W–2–3.1 Stating a focus (purpose), when responding to a given question (Local)	**W–3–3** **In response to literary or informational text, students make and support analytical judgments about text by…** • W–3–3.1 Stating a focus (purpose), when responding to a given question (Local)	**W–4–3** **In response to literary or informational text, students make and support analytical judgments about text by…** • W–4–3.1 Stating and maintaining a focus (purpose) when responding to a given question (State)	**W–5–3** **In response to literary or informational text, students make and support analytical judgments about text by…** • W–5–3.1 Stating and maintaining a focus (purpose) when responding to a given question (Local)
• W–K–3.2 Not assessed at this grade level	• W–1–3.2 Not assessed at this grade level	• W–2–3.2 Not assessed at this grade level	• W–3–3.2 Making inferences about content, events, characters, or setting (Local)	• W–4–3.2 Making inferences about content, events, characters, setting, or common themes (State) EXAMPLE (of theme): honesty isn't always easy	• W–5–3.2 Making inferences about the content, events, characters, setting, or common themes (Local)
• W–K–3.3 Not assessed at this grade level	• W–1–3.3 Not assessed at this grade level	• W–2–3.3 Using details or references to text to support a given focus (Note: support may include prior knowledge) (Local)	• W–3–3.3 Using details or references to text to support focus (Note: support may include prior knowledge) (Local)	• W–4–3.3 Using specific details and references to text to support focus (State)	• W–5–3.3 Using specific details and references to text or citations to support focus (Local)
• W– K–3.4 Not assessed at this grade level	• W–1–3.4 Organizing ideas by using a beginning and an ending given a structure (Local)	• W–2–3.4 Organizing ideas by using a beginning, middle, and concluding statement/sentence given a structure (Local) EXAMPLES: template, frame, graphic organizer	• W–3–3.4 Organizing ideas, using basic transition words (e.g., first, next, then, finally) and having a concluding statement (Local)	• W–4–3.4 Organizing ideas, using transition words/phrases and writing a conclusion (State)	• W–5–3.4 Organizing ideas, using transition words/phrases and writing a conclusion that provides closure (Local)

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Expressive Writing: Narratives- Creating a Story Line (W-4)					
End of Grade K **LOCAL ONLY**	**End of Grade 1** **LOCAL ONLY**	**End of Grade 2** **LOCAL ONLY**	**End of Grade 3** **LOCAL ONLY**	**End of Grade 4** **STATE ASSESSED**	**End of Grade 5** **LOCAL ONLY**
W–K–4 **Students organize and relate a story line/plot/series of events by…** • W–K–4.1 Using pictures to create an understandable story line, when given a structure (pictures may include labels) (Local) EXAMPLES: Draw a picture that tells a story about your family. Given a picture, a student is asked to tell a story about what's happening in the picture.	**W–1–4** **In written narratives, students organize and relate a story line/plot/series of events by…** • W–1–4.1 Creating an understandable story line, when given a structure (may take form of words or pictures or some combination) (Local)	**W–2–4** **In written narratives, students organize and relate a story line/plot/series of events by…** • W–2–4.1 Creating a clear understandable story line, with a beginning, middle, and end, when given a structure (Local)	**W–3–4** **In written narratives, students organize and relate a story line/plot/series of events by…** • W–3–4.1 Creating a clear, understandable story line with a beginning, middle, and end (Local)	**W–4–4** **In written narratives, students organize and relate a story line/plot/series of events by…** • W–4–4.1 Creating a clear, understandable story line with a beginning, middle, and end (State)	**W–5–4** **In written narratives, students organize and relate a story line/plot/series of events by…** • W–5–4.1 Creating a clear and coherent (logically consistent) story line (Local)
• W-K–4.2 Not assessed at this grade level	• W–1–4.2 Not assessed at this grade level	• W–2–4.2 Not assessed at this grade level	• W–3–4.2 Not assessed at this grade level	• W–4–4.2 Establishing a problem and solution (State)	• W–5–4.2 Establishing context (setting or background information), problem/conflict/challenge, and resolution (Local) •
• W-K–4.3 Not assessed at this grade level	• W—4.3 Not assessed at this grade level	• W–2–4.3 Not assessed at this grade level	• W–3–4.3 Using basic transition words, when appropriate (Local)	• W–4–4.3 Establishing transitions by using signal words/phrases (Local)	• W–5–4.3 Using transition words/phrases to establish clear chronology and to enhance meaning (Local)

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Expressive Writing: Narratives- Applying Narrative Strategies (W-5)					
End of Grade K **LOCAL ONLY**	**End of Grade 1** **LOCAL ONLY**	**End of Grade 2** **LOCAL ONLY**	**End of Grade 3** **LOCAL ONLY**	**End of Grade 4** **STATE ASSESSED**	**End of Grade 5** **LOCAL ONLY**
W–K–5 **Students demonstrate use of narrative strategies by…** • W–K–5.1 Not assessed at this grade level	**W–1–5** **Students demonstrate use of narrative strategies by…** • W–1–5.1 Not assessed at this grade level	**W–2–5** **Students demonstrate use of narrative strategies by…** • W–2–5.1 Not assessed at this grade level	**W–3–5** **Students demonstrate use of narrative strategies by…** • W–3–5.1 Using details (Local)	**W–4–5** **Students demonstrate use of narrative strategies by…** • W–4–5.1 Using <u>relevant and descriptive</u> details (State)	**W–5–5** **Students demonstrate use of narrative strategies by…** • W–5–5.1 Using relevant and descriptive details <u>to advance the plot/story line</u> (Local)
• W–K–5.2 Not assessed at this grade level	• W–1–5.2 Not assessed at this grade level	• W–2–5.2 Not assessed at this grade level	• W–3–5.2 Not assessed at this grade level	• W–4–5.2 Not assessed at this grade level	• W–5–5.2 Using dialogue to advance plot/story line (Local)
• W–K–5.3 Using pictures to create character(s) (Local)	• W–1–5.3 <u>Creating character(s) (may take form of words or pictures or some combination)</u> (Local)	• W–2–5.3 Creating character(s) <u>through description</u> (Local)	• W–3–5.3 Creating character(s) through description of <u>physical attributes</u> (Local)	• W–4–5.3a Identifying characters (State) • W–4–5.3b Creating character(s) through description of physical attributes <u>and behaviors</u> (Local)	• W–5–5.3 <u>Developing characters through description</u> (Local)
• W–K–5.4 Not assessed at this grade level	• W–1–5.4 Not assessed at this grade level	• W–2–5.4 Not assessed at this grade level	• W–3–5.4 Not assessed at this grade level	• W–4–5.4 Not assessed at this grade level	• W–5–5.4 Not assessed at this grade level
• W–K–5.5 Expressing ideas and recognizing that experiences and stories can be written about (Local)	• W–1–5.5 <u>Writing about observations and experiences</u> (Local)	• W–2–5.5 Writing about observations and experiences (Local)	• W–3–5.5 Writing about observations and experiences (Local)	• W–4–5.5 Writing about observations and experiences (Local)	• W–5–5.5 <u>Establishing a focus when</u> writing about observations and experiences (Local)
• W–K–5.6 Not assessed at this grade level	• W–1–5.6 Extending ideas (Local)	• W–2–5.6 Extending and <u>elaborating</u> ideas (Local)	• W–3–5.6 Extending and elaborating ideas <u>with purpose</u> (Local)	• W–4–5.6 <u>Selecting</u> and elaborating <u>important ideas</u> (Local)	• W–5–5.6 Selecting and elaborating important ideas; and <u>excluding extraneous details</u> (Local)

2006 Final Version

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Rhode Island and New Hampshire LOCAL Grade Level Expectations (GLEs) for Written & Oral Communication
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Informational Writing: Reports, Procedures, or Persuasive Writing- Organizing Information (W-6.1 to 6.2)

End of Grade K LOCAL ONLY	End of Grade 1 LOCAL ONLY	End of Grade 2 LOCAL ONLY	End of Grade 3 LOCAL ONLY	End of Grade 4 STATE ASSESSED	End of Grade 5 LOCAL ONLY
W–K–6 **In informational writing (reports or procedures), students organize ideas/concepts by …** • W–K–6.1 Naming or labeling objects or pictures (Local)	**W–1–6** **In informational writing (reports or procedures), students organize ideas/concepts by …** • W–1–6.1 <u>Sorting and classifying facts</u> (Local)	**W–2–6** **In informational writing (reports or procedures), students organize ideas/concepts by …** • W–2–6.1 <u>Using a given organizational structure for grouping facts</u> (e.g., template, frame, graphic organizer), <u>with instructional support</u> (Local)	**W–3–6** **In informational writing (reports or procedures), students organize ideas/concepts by …** • W–3–6.1 Using a given organizational structure for grouping facts and <u>ideas</u> (e.g., template, frame, graphic organizer) (Local)	**W–4–6** **In informational writing (reports or procedures), students organize ideas/concepts by …** • W–4–6.1 <u>Grouping ideas logically</u> (e.g., predictable categories, steps of a procedure, reasons/arguments) (State)	**W–5–6** **In informational writing (reports or procedures), students organize ideas/concepts by …** • W–5–6.1 <u>Using an organizational text structure appropriate to focus/controlling idea</u> (Local) EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast
• W–K–6.2 Representing facts through pictures (Local)	• W–1–6.2 Representing facts through pictures, "<u>words</u>," "<u>sentences</u>," or some <u>combination</u> (Local)	• W–2–6.2 <u>Selecting facts to set context/background</u> (Local)	• W–3–6.2 Selecting <u>appropriate</u> facts to set context/background (Local)	• W–4–6.2a <u>Writing an introduction that sets the context (including materials list in procedures)</u> (State)	• W–5–6.2 Selecting appropriate information to set the context (Local)
				• W–4–6.2b Selecting appropriate <u>information</u> to set context/background (Local)	

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Informational Writing: Reports, Procedures, or Persuasive Writing- Organizing Information (W-6.3 to 6.5)					
End of Grade K **LOCAL ONLY**	**End of Grade 1** **LOCAL ONLY**	**End of Grade 2** **LOCAL ONLY**	**End of Grade 3** **LOCAL ONLY**	**End of Grade 4** **STATE ASSESSED**	**End of Grade 5** **LOCAL ONLY**
W–K–6 **In informational writing (reports or procedures), students organize ideas/concepts by …** • W–K–6.3 Not assessed at this grade level	**W–1–6** **In informational writing (reports or procedures), students organize ideas/concepts by …** • W–1–6.3 Listing steps of a procedure in a logical order, with instructional support (Local)	**W–2–6** **In informational writing (reports or procedures), students organize ideas/concepts by …** • W–2–6.3 Listing steps of a procedure in a logical order (Local)	**W–3–6** **In informational writing (reports or procedures), students organize ideas/concepts by …** • W–3–6.3a. <u>Using basic transition words, when appropriate</u> (Local) EXAMPLES: first, then, next, finally • W–3–6.3b. <u>Using numbering or words to arrange the steps in a logical manner</u> (Local)	**W–4–6** **In informational writing (reports or procedures), students organize ideas/concepts by …** • W–4–6.3a. <u>Using transition words or phrases</u> (State) • W–4–6.3b. Using numbering or words to arrange the steps in a logical manner (Local)	**W–5–6** **In informational writing (reports or procedures), students organize ideas/concepts by …** • W–5–6.3 Using transition words or phrases <u>appropriate to organizing text structure</u> (Local) EXAMPLES: for procedures – using numbering, ordering; for compare/contrast – using "on the other hand"
• W–K–6.4 Not assessed at this grade level	• W–1–6.4 Not assessed at this grade level	• W–2–6.4 Not assessed at this grade level	• W–3–6.4 Providing a concluding statement (Local)	• W–4–6.4 <u>Writing a conclusion</u> (State)	• W–5–6.4 Writing a conclusion <u>that provides closure</u> (Local)
• W–K–6.5 Not assessed at this grade level	• W–1–6.5 Not assessed at this grade level	• W–2–6.5 Providing a list of resources (e.g. materials to be used in a task) (Local)	• W–3–6.5 Providing a list of resources (e.g. materials to be used in a task) (Local)	• W–4 –6.5 Providing a list of resources (e.g. materials used in a task; sources used for reference) (Local)	• W–5–6.5 Providing a list of resources (e.g. materials used in a task; sources used for reference) (Local)

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Rhode Island and New Hampshire LOCAL Grade Level Expectations (GLEs) for Written & Oral Communication
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 Informational Writing: Reports, Procedures, or Persuasive Writing- Conveying Information (W-7)

End of Grade K LOCAL ONLY	End of Grade 1 LOCAL ONLY	End of Grade 2 LOCAL ONLY	End of Grade 3 LOCAL ONLY	End of Grade 4 STATE ASSESSED	End of Grade 5 LOCAL ONLY
W–K–7 **In informational writing (reports or procedures only), students effectively convey purpose by…** • W–K–7.1 Not assessed at this grade level	**W–1–7** **In informational writing (reports or procedures only), students effectively convey purpose by…** • W–1–7.1 Using pictures to create meaning (Local)	**W–2–7** **In informational writing (reports or procedures only), students effectively convey purpose by…** • W–2–7.1 Establishing a topic (Local)	**W–3–7** **In informational writing (reports or procedures only), students effectively convey purpose by…** • W–3–7.1 Establishing a topic (Local)	**W–4–7** **In informational writing (reports or procedures only), students effectively convey purpose by…** • W–4–7.1 Establishing a topic (State)	**W–5–7** **In informational writing (reports or procedures only), students effectively convey purpose by…** • W–5–7.1 Establishing a topic (Local)
• W–K–7.2 Not assessed at this grade level	• W–1–7.2 Not assessed at this grade level	• W–2–7.2 Restating a given focus/controlling idea on a topic (purpose) (Local)	• W–3–7.2 Stating a focus/controlling idea on a topic (Local) EXAMPLES: "Dogs" = topic; "Dogs make good pets" = focus	• W–4–7.2 Stating and maintaining a focus/controlling idea on a topic (State)	• W–5–7.2 Stating and maintaining a focus/controlling idea on a topic (Local)

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Informational Writing: Reports, Procedures, or Persuasive Writing- Using Elaboration Strategies (W-8)					
End of Grade K **LOCAL ONLY**	**End of Grade 1** **LOCAL ONLY**	**End of Grade 2** **LOCAL ONLY**	**End of Grade 3** **LOCAL ONLY**	**End of Grade 4** **STATE ASSESSED**	**End of Grade 5** **LOCAL ONLY**
W–K–8 **In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by …** • W–K–8.1 Using pictures to illustrate details/information related to topic (pictures may include labels) (Local)	**W–1–8** **In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by …** • W–1–8.1 <u>Including details/information relevant to topic (details/information may take the form of pictures with captions, "words," "sentences," or some combination)</u> (Local)	**W–2–8** **In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by …** • W–2–8.1 Including details/information relevant to topic <u>and/or focus</u> (Local)	**W–3–8** **In informational writing (reports and procedures only), students demonstrate use of a range of elaboration strategies by…** • W–3–8. 1 Including details/information relevant to topic and/or focus (Local)	**W–4–8** **In informational writing (reports and procedures only), students demonstrate use of a range of elaboration strategies by …** • W–4–8.1 Including <u>facts</u> and details relevant to focus/<u>controlling idea</u> (State)	**W–5–8** **In informational writing (reports and procedures only), students demonstrate use of a range of elaboration strategies by …** • W–5–8.1 Including facts and details relevant to focus/controlling idea, and <u>excluding extraneous information</u> (Local)
• W–K–8.2 Not assessed at this grade level	• W–1–8.2 Not assessed at this grade level	• W–2–8.2 Using sufficient details/pictures to illustrate facts (Local)	• W–3–8.2 <u>Including</u> sufficient details for <u>appropriate depth of information: naming, describing, explaining, comparing, use of visual images</u> (Local)	• W–4–8.2 Including sufficient details <u>or facts</u> for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (State)	• W–5–8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local)

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Writing Conventions: Applying Rules of Grammar, Usage, and Mechanics (W-9.1 to 9.3)					
End of Grade K **LOCAL ONLY**	**End of Grade 1** **LOCAL ONLY**	**End of Grade 2** **LOCAL ONLY**	**End of Grade 3** **LOCAL ONLY**	**End of Grade 4** **STATE ASSESSED**	**End of Grade 5** **LOCAL ONLY**
W–K–9 **In independent writing, students demonstrate command of appropriate English conventions by…** • W–K–9.1 Not assessed at this grade level	**W–1–9** **In independent writing, students demonstrate command of appropriate English conventions by…** • W–1–9.1 Not assessed at this grade level	**W–2–9** **In independent writing, students demonstrate command of appropriate English conventions by…** • W–2–9.1 Not assessed at this grade level	**W–3–9** **In independent writing, students demonstrate command of appropriate English conventions by…** • W–3–9.1 Not assessed at this grade level	**W–4–9** **In independent writing, students demonstrate command of appropriate English conventions by…** • W–4–9.1 Identifying grammatical errors, when given examples (State) EXAMPLES: he don't; Him and me went	**W–5–9** **In independent writing, students demonstrate command of appropriate English conventions by…** • W–5–9.1 Identifying or <u>correcting</u> grammatical errors (Local) EXAMPLES: subject-verb agreement
• W-K-9.2 Not assessed at this grade level	• W-1-9.2 Not assessed at this grade level	• W–2–9.2 Using capital letters for the beginning of sentences and names (Local)	• W–3–9.2 Using capital letters for the beginning of sentences and names (Local)	• W–4–9.2 <u>Applying basic capitalization rules</u> (State) EXAMPLES: names, beginning sentences, proper nouns, titles	• W–5–9.2 Applying basic capitalization rules (Local)
• W–K–9.3 Not assessed at this grade level	• W–1–9.3 Not assessed at this grade level	• W–2–9.3 Not assessed at this grade level	• W–3–9.3 Not assessed at this grade level	• W–4–9.3 Using commas correctly in dates and in a series (Note: either form is correct – *x, y, and z* or *x, y and z*) (State)	• W–5–9.3 Subsumed in W-5-9.4

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Writing Conventions: Applying Rules of Grammar, Usage, and Mechanics (W-9.4 to 9.5)					
End of Grade K **LOCAL ONLY**	**End of Grade 1** **LOCAL ONLY**	**End of Grade 2** **LOCAL ONLY**	**End of Grade 3** **LOCAL ONLY**	**End of Grade 4** **STATE ASSESSED**	**End of Grade 5** **LOCAL ONLY**
W–K–9 **In independent writing, students demonstrate command of appropriate English conventions by…** • W–K–9.4 Not assessed at this grade level	**W–1–9** **In independent writing, students demonstrate command of appropriate English conventions by…** • W–1–9.4 Not assessed at this grade level	**W–2–9** **In independent writing, students demonstrate command of appropriate English conventions by…** • W–2–9.4 Using correct *end* punctuation in simple sentences (e.g., period) (Local)	**W–3–9** **In independent writing, students demonstrate command of appropriate English conventions by…** • W–3–9.4 Using *end* punctuation correctly in simple sentences (i.e., period, question mark, exclamation point) (Local)	**W–4–9** **In independent writing, students demonstrate command of appropriate English conventions by…** • W–4–9.4 Using *end* punctuation correctly <u>in a variety of sentence structures</u> (State)	**W–5–9** **In independent writing, students demonstrate command of appropriate English conventions by…** • W–5–9.4 <u>Using punctuation to clarify meaning</u> (Local) EXAMPLES: commas, apostrophes, quotation marks
• W–K–9.5 Using phonemic awareness and letter knowledge to spell independently (using phonetic or temporary spelling) and logically representing consonant sounds (e.g., initial or final sounds) (Local)	• W–1–9.5a Using phonemic awareness and letter knowledge to spell independently (using phonetic or temporary spelling when needed) (Local) • W–1–9.5b. <u>Correctly spelling many common words</u> (e.g., had, can, including own first name) (Local)	• W–2–9.5a. <u>Correctly spelling grade-appropriate, high-frequency words</u> (Local) • W–2–9.5b. Correctly spelling <u>most</u> words <u>with regularly spelled patterns</u> (e.g., consonant-vowel-consonant, CVC with silent e, one syllable words with blends) (Local) • W–2–9.5c <u>Giving a readable and accurate phonetic spelling for words that have not been taught</u> (Local)	• W–3–9.5 Correctly spelling grade-appropriate, high-frequency words <u>and using within-word patterns to correct spelling</u> (Local) EXAMPLES: single syllable words, regular long and short vowels	• W–4–9.5 Correctly spelling grade-appropriate, high-frequency words and <u>recognizing syllables and affix patterns/rules that are characteristic of the English spelling system</u> (State) EXAMPLES: consonant doubling, change y to i, drop silent e, spelling rules for affixes	• W–5–9.5 Correctly spelling grade-appropriate, high-frequency words, <u>including homonyms and homophones and applying syllables and affix spelling patterns/rules</u> (Local) EXAMPLES: consonant doubling, consonant patterns, units of meaning – common roots, base words, pre/suffixes

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Oral Communication Strategies: Interactive Listening (OC-1)					
End of Grade K **LOCAL ONLY**	**End of Grade 1** **LOCAL ONLY**	**End of Grade 2** **LOCAL ONLY**	**End of Grade 3** **LOCAL ONLY**	**End of Grade 4** **LOCAL ONLY**	**End of Grade 5** **LOCAL ONLY**
OC–K–1 **In oral communication, students demonstrate interactive listening by …** • OC–K–1.1 Following simple verbal instructions and directions (Local)	OC–1–1 **In oral communication, students demonstrate interactive listening by …** • OC–1–1.1 Following simple verbal instructions and directions (Local)	OC–2–1 **In oral communication, students demonstrate interactive listening by …** • OC-2-1.1 Following <u>multi-step</u> verbal instructions and directions to answer questions or perform tasks (Local)	OC–3– 1 **In oral communication, students demonstrate interactive listening by …** • OC–3–1.1 Following multi-step verbal instructions and directions to answer questions, perform tasks, or <u>solve problems</u> (Local)	OC–4–1 **In oral communication, students demonstrate interactive listening by …** • OC–4–1.1 Following verbal instructions to answer questions, to perform tasks, or to solve problems (Local)	OC–5–1 **In oral communication, students demonstrate interactive listening by…** • OC–5–1.1 Following verbal instructions to perform <u>specific</u> tasks, to answer questions, or to solve problems (Local)
• OC–K–1.2 Listening and responding to stories, songs, or poems (Local)	• OC–1–1.2 <u>Responding to or reacting to stories, songs or poems by using simple words, phrases, and sentences</u> (Local)	• OC–2–1.2 <u>Conversing, and asking questions about content</u> (e.g., stories, songs or poems) (Local)	• OC–2–1.2 Conversing, and asking questions about content (e.g., stories, songs, or poems) (Local)	• OC–4–1.2 <u>Paraphrasing and asking questions about content</u> (Local)	• OC–5–1.2 <u>Summarizing, paraphrasing, questioning, or contributing to information presented</u> (Local)
• OC–K–1.3 Not assessed at this grade level	• OC–1–1.3 Not assessed at this grade level	• OC–2–1.3 Not assessed at this grade level	• OC–3–1.3 Not assessed at this grade level	• OC–4–1.3 Not assessed at this grade level	• OC–5–1.3 Not assessed at this grade level
• OC–K–1.4 Participating in large group discussions (Local)	• OC–1–1.4 Participating in large group discussions <u>to show understanding</u> (Local)	• OC–2–1.4 Participating in large group discussions to show understanding (Local)	• OC–3–1.4 Participating in large group discussions to show understanding <u>of how other group members think</u> (Local)	• OC–4–1.4 Participating in large and small group discussions to show understanding how other group members think. (Local)	• OC–5–1.4 Participating in large and small group discussions <u>showing respect for a range of individual ideas</u> (Local)
• OC–K–1.5a Understanding that communicating is verbal and nonverbal (Local)	• OC–1–1.5a Understanding that communicating is verbal and nonverbal (Local)	• OC–2–1.5a <u>Understanding that meaning can be conveyed by facial expressions</u> (Local)	• OC–3–1.5a <u>Understanding how alternative nonverbal actions reinforce a verbal message</u> (e.g., use of gestures) (Local)	• OC–4–1.5a <u>Identifying choices, alternatives and consequences for problem solving</u> (Local)	• OC–5–1.5 <u>Reaching consensus to solve a problem, make a decision, or achieve a goal</u> (Local)
• OC–K–1.5 b Waiting for appropriate turn to speak (Local)	• OC–1–1.5b <u>Attending to speaker</u> and waiting for appropriate turn to speak (Local)	• OC–2–1.5b Attending to speaker and waiting for appropriate turn to speak (Local)	• OC–3–1.5b Attending to speaker and waiting for appropriate turn to speak (Local)	• OC–4–1.5b Attending to speaker and waiting for appropriate turn to speak (Local)	

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Oral Communication Strategies: Make Oral Presentations (OC-2)					
End of Grade K **LOCAL ONLY**	**End of Grade 1** **LOCAL ONLY**	**End of Grade 2** **LOCAL ONLY**	**End of Grade 3** **LOCAL ONLY**	**End of Grade 4** **LOCAL ONLY**	**End of Grade 5** **LOCAL ONLY**
OC–K–2 **In oral communication, students make oral presentations by…** • OC–K–2.1 Speaking clearly and distinctly, orally sharing information and experiences (Local)	**OC–1–2** **In oral communication, students make oral presentations by…** • OC–1–2.1 Orally ordering ideas in a sequence or telling a familiar story (Local)	**OC–2–2** **In oral communication, students make oral presentations by…** • OC–2–-2.1 Orally ordering ideas in a sequence, carrying on a conversation, asking and answering questions (Local)	**OC–3–2** **In oral communication, students make oral presentations by…** • OC–3–2.1 Using standards for good speaking in different kinds of small groups and cultural settings (Local)	**OC–4–2** **In oral communication, students make oral presentations by…** • OC–4–2.1 Using rules that regulate social conventions in small groups (e.g., interviews, small group discussions) (Local)	**OC–5–2** **In oral communication, students make oral presentations by…** • OC–5–2.1 Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews) (Local)
• OC–K–2.2 Demonstrating an awareness of options of language (e.g., imitating speech patterns and identifying source of sounds, interpreting nonverbal messages through pictures) (Local)	• OC–1–2.2 Using various forms of linguistic elements and structures (e.g., saying "Please" in a command, asking about the weather as a form of polite address, stating a question in affirmative form) (Local)	• OC–2–2.2 Using various linguistic elements and structures to convey meaning (Local)	• OC–3–2.2 Using various linguistic elements and structures to convey meaning (Local)	• OC–4–2.2 Identifying how different verbal and nonverbal choices alter the meanings conveyed to others (Local)	• OC–5–2.2 Using verbal and nonverbal choices to convey consistent focus (Local)
• OC–K–2.3 Telling stories about pictures, books or experiences (Local)	• OC–1–2.3 Telling/retelling stories using details (Local)	• OC–2–2.3 Telling stories or giving information using details (Local)	• OC–3–2.3 Telling stories, giving information using details and providing a conclusion (Local)	• OC–4–2.3 Telling stories, giving information using details, providing conclusions that include inflectional tone to convey meaning (Local) EXAMPLE: using books, pictures, graphics, or artifacts	• OC–5–2.3 Telling stories, giving information using details and providing a coherent conclusion (Local) EXAMPLE: using books, pictures, displays, graphics, or artifacts
• OC–K–2.4 Providing feedback to audience (Local)	• OC–1–2.4 Providing appropriate feedback to audience (Local)	• OC–2–2.4 Providing appropriate feedback to audience (Local)	• OC–3–2.4 Providing appropriate feedback to audience (Local)	• OC–4–2.4 Providing effective and appropriate feedback to audience (Local)	• OC–5–2.4 Providing effective and appropriate feedback to audience and small groups (Local)
• OC–K–2.5 Recognizing role of audience (Local)	• OC–1–2.5 Recognizing role of audience (Local)	• OC–2–2.5 Using strategies to engage audience (e.g., using eye-contact and adjustment of rate and volume) (Local)	• OC–3–2.5 Using strategies to engage audience (e.g., eye-contact and adjustment of rate and volume) (Local)	• OC–4–2.5 Using a variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures) (Local)	• OC–5–2.5 Using a variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures) (Local)

All of the concepts and skills identified at the end of grade levels 4 and 7 are "fair game" for large-scale assessment in the fall of grades 5 and 8. However, conjunctions used throughout this document have specific meaning. The use of the conjunction "or" means that a student can be assessed on all or just some of the elements of the GLE in a given year. The use of "and" between elements of a GLE means that the *intent* is to assess each element every year. In some situations, "or" is used when students have choices about how they will provide supporting evidence for their response (e.g., writing in response to text).

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Appendix A: GLOSSARY of Terms Used in WRITING Instruction and Assessment

NECAP States have grouped the Writing GLEs/GSEs into six writing content clusters:
Habit of Writing: Writing Process and Writing Extensively (Applies to all Genres of Writing)
Structures of Language (Applies to all Genres of Writing)
Reading-Writing Connection: Writing in Response to Literary or Informational Text
Expressive Writing: Narratives, Poetry, Reflective Writing
Informational Writing: Reports, Procedures, Persuasive Writing
Writing Conventions (Applies to all Genres of Writing)

Writing Genres Defined

NARRATIVE – Writing that tells a story or recounts an event.

REFLECTIVE ESSAY – A form of writing in which an author explores and shares the meaning of a personal experience, belief, or idea.

PERSUASIVE – Persuasive writing is writing that aims at convincing people to accept a point of view, to change their minds about something or to act in a certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.

PROCEDURE - Writing a procedure is writing to explain a process or to inform an audience of how to do something. A procedure piece presents the steps of the process in a clear, logical, easy-to-follow manner; includes all necessary steps; and defines any terms the audience may not know.

REPORT – Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.

RESPONSE TO LITERARY OR INFORMATIONAL TEXT – Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.

Source: Adapted from Vermont Writing GLE Development, Kurzman, Gephart, Hawkins, 2003

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Glossary of Writing Terms

Analysis – A separating of a whole into its parts with an examination of these parts to find out their nature and function

Antithesis - A contrast or opposition of thought, the opposite. In persuasive writing, it is the idea that every argument generates a counter argument. In effective persuasive writing, opposing arguments should be addressed and rebutted.

Audience – Those who read or hear what is written. Many qualities of writing must be appropriate to the audience: voice and tone, language, etc.

Author's Craft – The techniques the author chooses to enhance writing. Examples: style, bias, point of view, flashback, foreshadowing, symbolism, figurative language, sensory details, soliloquy, stream of consciousness, etc.

Citation – A direct quote from the text; acknowledgment and documentation of sources of information.

Coherence – The quality achieved when all the ideas are clearly arranged and connected. The arrangement of ideas, within and among paragraphs, should be organized in such a way that the reader can easily move from one point to another. When all ideas are arranged and connected, a piece of writing has coherence.

Context - The background information a reader needs to know. It may be a set of facts or circumstances surrounding an event or a situation, explanation of characters, or definition of important terms.

Concrete or Specific Details – Details are concrete when they can be seen, heard, smelled, tasted, or touched. The use of factual details to create a picture (e.g., ten antique, light brown wooden desks, each with a built-in ink well, were lined in two straight rows.)

Controlling Idea – This is the main idea/focus that runs throughout the paper.

Conventions - Features of standard written English that usually include sentence formation, grammar, spelling, usage, punctuation, and capitalization.

Counter Argument – See antithesis.

Diction – The writer's choice of words based on their effectiveness.

Elaboration – Words used to explain and in some way support the central idea; the development and expansion of ideas and arguments. Elaboration varies with the type of writing. (For example, a report may have statistics, examples, anecdotes, and facts, while a narrative would have description, dialogue**,** show-not-tell, etc.)

Embedded Phrases and Clauses – Grammatical structures which are placed in simple sentences to enhance sentence variety (e.g., The bird sat on the fence…chirping loudly in the early morning mist; the bird with the colorful feathers sat on the fence which divided the pasture from the yard, while the cat looked longingly from the window.)

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Figurative Language – Techniques used in writing (particularly expressive writing) to create images (e.g., similes, metaphors, alliteration, assonance, personification, onomatopoeia).

Focus – The specific idea(s) within the topic that the writer is addressing. (For example, if the topic is "horses," the focus might be: Horses are very expensive to own.)

Inference - A deduction or conclusion made from facts that are suggested or implied rather than overtly stated (Example: Mom said that I should study more and watch television less. I inferred that I should get better grades or the television would be taken out of my room.)

Occasion – The happening or event that makes the response possible.

Organization – The **clear** evidence of a plan or foundation on which writing is built; includes intentional introduction, conclusion, and internal/external transitions to connect ideas.

Pacing – The rate of movement and action of a narrative. (Examples of a problem with pacing: The story may take a long time to build to the climax, it may have only one or two sentences about the climax, or it may end abruptly.)

Pedestrian – Commonplace, usual; when applied to vocabulary, over-used ("good things," "nice stuff").

Purpose – The specific reason for writing; the goal of the writing (to entertain, express, inform, explain, persuade, etc.). Purpose has to do with the topic and the focus the writer is addressing, its central idea, theme, or message.

Reference to Text – Mentioning or alluding to something in the text without directly quoting the text (For example: Pip was frightened when he met the convict in the graveyard.)

Resolution - The portion of a play or story in which the problem is resolved. It comes after the climax and falling action, and is intended to bring the story to a satisfying end.

Retelling - A restatement of the events in the story.

Sensory Description – Elaboration on a key part or character of the story that includes the five senses: sight, smell, touch, taste, and sound. All five senses do not have to be used, just the ones that naturally fit into the description. Feelings and thoughts, as well as dialogue, may be embedded.

Stance – The attitude or position the author has adopted; literally, how an author stands on the topic.

Stereotype – A pattern or form that does not change. A character is "stereotyped" if she or he has no individuality and fits a mold.

Summary – Writing that presents the main points of a larger work in condensed form.

Text Structures – The organizational structures used within paragraphs or within texts, appropriate to writing genre and purpose. Examples of text structures include: description, sequential chronology, proposition/support, compare/contrast, problem/solution, cause/effect, and investigation.

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Theme – The central idea, message, concern, or purpose in a literary work, which may be stated directly or indirectly.

Thesis – The controlling idea about a topic that the writer is attempting to prove; a sentence that announces the writer's main, unifying, controlling idea about a topic. A thesis statement usually contains two main elements: a limited subject (Internet), a strong verb, and the reason for it - the "why"- (The Internet provides information of varying depth and quality).

Tone – The overall feeling or effect created by a writer's attitude, use of words, and sentence structure. This feeling may be serious, mock-serious, humorous, sarcastic, solemn, objective, etc.

Topic – The general subject matter covered in a piece of writing.

Transitions – Words or phrases that help tie ideas together (e.g., however, on the other hand, since, first, etc.); **Transitional devices** also include numbering, use of such things as space, ellipses to enhance meaning.

Voice – The style and quality of the writing, which includes word choice, a variety of sentence structures, and evidence of investment. Voice portrays the author's personality or the personality of a chosen persona. A distinctive voice establishes personal expression and enhances the writing.

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Appendix B: Overview of The Writing Process	
Source: Adapted from New England Compact GLE Development, Stimson, Hyman, Bourassa, 2003	
Aspects of the Writing Process	**Strategies** **Successful student writers learn through their own experiences with writing that writing is a recursive rather than a linear process, and that not all pieces of writing will be published. Classroom time for writing instruction should provide ample opportunities for prewriting activities, drafting multiple versions, revising, teacher and peer conferencing, self-assessment, and sharing of writing.**
Prewriting	• Establish a purpose and central/controlling idea or focus • Generate ideas – mapping, webbing, note taking, interviewing, researching, etc. • Organize ideas – consider other models of good writing, appropriate text structures to match purpose, various ways to organize information, etc.
Drafting	• Written draft(s) for an intended audience • Develop topic, elaborate, explore sentence variety and language use
Revising (Content/Ideas)	• Reflect, add, delete, define/redefine content by self, teacher, peer • Consider voice, tone, style, intended audience, coherence, transitions, pacing • Compare with rubric criteria and benchmark papers/models
Editing (Conventions and Mechanics)	• Check for correctness with self, teacher, peer • Compare with rubric criteria and benchmark papers/models • Use resources to support editing • Read aloud with self, teacher, peer
Publishing	• Share final draft with intended audience – orally, in print, electronically, etc.

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