

Final Version 4 – June 14, 2006

Written and Oral Communication
Grade-Level and Grade-Span Expectations

Grades 5 – 12

STATE: New England Common Assessment Program

LOCAL: New Hampshire, Rhode Island and Vermont

WRITTEN AND ORAL COMMUNICATION

Grades 5-12

New Hampshire, Rhode Island, and Vermont Grade Level & Grade Span Expectations (GLEs & GSEs) for Written & Oral Communication including New England Common Assessment Program (NECAP) STATE Grade Level & Grade Span Expectations (GLEs & GSEs) for Writing

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. **Grade span expectations (GSEs) for grades 9-10 and grades 11-12 have been developed. GLEs and GSEs are meant to capture the “big ideas” of writing and speaking that can be assessed, without narrowing the curriculum locally.** They *are not intended* to represent the full 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/GSEs (indicated by shading and “Local”) for local assessment purposes only. All of the Writing GLEs/GSEs 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) and those GLEs/GSEs not designated for large-scale assessment at some or all grade levels (e.g. oral communication, poetry writing, etc.). Grade Level/Span Expectations – at any grade – represent writing and oral communication 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 and GSEs in this document can be interpreted as describing the expectations for the end of the grade/grade span identified, or the beginning of the next grade/grade span. For example, grade 7 GLEs identify grade span expectations in writing for both the end of grade 7 and the beginning of grade 8, for large-scale assessment purposes.

When using Written and Oral Communications 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 and #W-12 - #W-14 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 GSE. 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 to 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 assume “applying writing skills with increasing complexity.”)

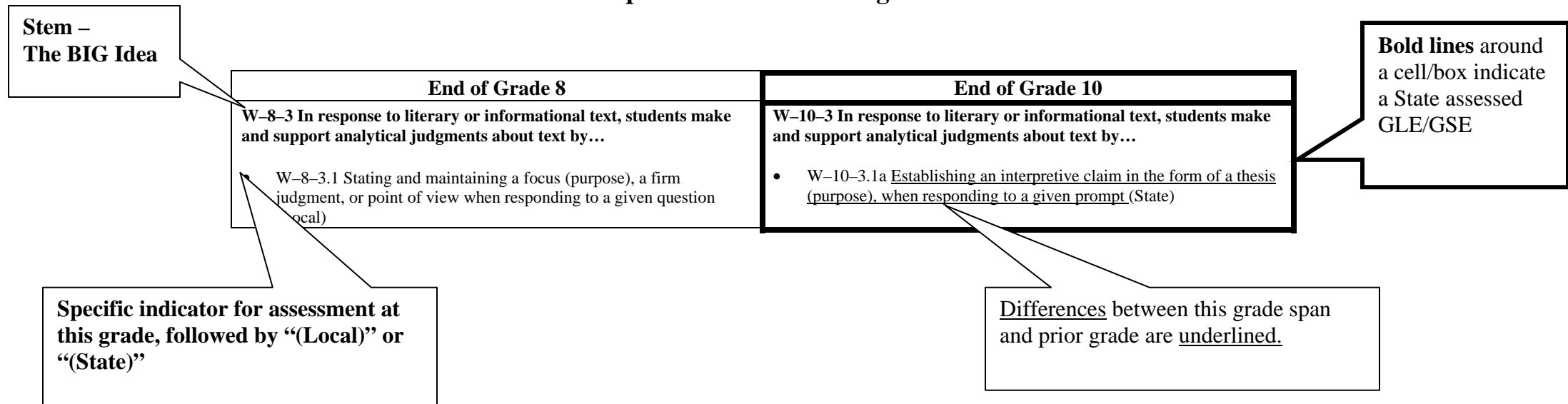
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4. Each GLE/GSE is coded for the content area, the grade span, the GSE “stem” number, and the specific indicator for that GSE stem. [E.g., “W—10--6.2” means W (Writing) – 10 (grade 10) - 6 (6th GSE “stem”) – 2 (the second specific indicator for the 6th GSE stem).]

Sample NH and RI Writing GSE



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?”

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

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

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

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Habit of Writing: Uses a Writing Process (W-10) – LOCAL ONLY					
End of Grade 5 LOCAL ONLY	End of Grade 6 LOCAL ONLY	End of Grade 7 LOCAL ONLY	End of Grade 8 LOCAL ONLY	End of Grade 10 LOCAL ONLY	End of Grade 12 LOCAL ONLY
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	W-6-10 Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products. (Local) See Appendix B for Writing Process	W-7-10 Students use a recursive process, including pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products. (Local) See Appendix B for Writing Process	W-8-10 Students use a recursive process, including pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products. (Local) See Appendix B for Writing Process	W-10-10 Students use a recursive process, including pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products. (Local) See Appendix B for Writing Process	W-12-10 Students use a recursive process, including pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products. (Local) See Appendix B for Writing Process

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Habit of Writing: Writing Extensively (W-11) – LOCAL ONLY					
End of Grade 5 LOCAL ONLY	End of Grade 6 LOCAL ONLY	End of Grade 7 LOCAL ONLY	End of Grade 8 LOCAL ONLY	End of Grade 10 LOCAL ONLY	End of Grade 12 LOCAL ONLY
<p>W-5-11 Demonstrates the habit of writing extensively by...</p> <ul style="list-style-type: none"> W-5-11.1 Writing with frequency, including in-school, out-of-school, and during the summer (Local) 	<p>W-6-11 Demonstrates the habit of writing extensively by...</p> <ul style="list-style-type: none"> W-6-11.1 Writing with frequency, including in-school, out-of-school, and during the summer (Local) 	<p>W-7-11 Demonstrates the habit of writing extensively by...</p> <ul style="list-style-type: none"> W-7-11.1 Writing with frequency, including in-school, out-of-school, and during the summer (Local) 	<p>W-8-11 Demonstrates the habit of writing extensively by...</p> <ul style="list-style-type: none"> W-8-11.1 Writing with frequency, including in-school, out-of-school, and during the summer (Local) 	<p>W-10-11 Demonstrates the habit of writing extensively by...</p> <ul style="list-style-type: none"> W-10-11.1 Writing with frequency, including in-school, out-of-school, and during the summer (Local) 	<p>W-12-11 Demonstrates the habit of writing extensively by...</p> <ul style="list-style-type: none"> W-12-11.1 Writing with frequency, including in-school, out-of-school, and during the summer (Local)
<ul style="list-style-type: none"> W-5-11.2 Sharing thoughts, observations, or impressions (Local) 	<ul style="list-style-type: none"> W-6-11.2 Sharing thoughts, observations, or impressions (Local) 	<ul style="list-style-type: none"> W-7-11.2 Sharing thoughts, observations, or impressions (Local) 	<ul style="list-style-type: none"> W-8-11.2 Sharing thoughts, observations, or impressions (Local) 	<ul style="list-style-type: none"> W-10-11.2 Sharing thoughts, observations, or impressions (Local) 	<ul style="list-style-type: none"> W-12-11.2 Sharing thoughts, observations, or impressions (Local)
<ul style="list-style-type: none"> W-5-11.3 Generating topics for writing (Local) <p>EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers' writers' notebook, letters and personal notes, reading response journals</p>	<ul style="list-style-type: none"> W-6-11.3 Generating topics for writing (Local) <p>EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers' writers' notebook, Letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics</p>	<ul style="list-style-type: none"> W-7-11.3 Generating topics for writing (Local) <p>EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics</p>	<ul style="list-style-type: none"> W-8-11.3 Generating topics for writing (Local) <p>EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics, reflective writing, short plays</p>	<ul style="list-style-type: none"> W-10-11.3 Generating topics for writing (Local) <p>EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics, reflective writing, short plays</p>	<ul style="list-style-type: none"> W-12-11.3 Generating topics for writing (Local) <p>EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics, reflective writing, short plays</p>
<ul style="list-style-type: none"> W-5-11.4 Writing in a variety of genres (Local) 	<ul style="list-style-type: none"> W-6-11.4 Writing in a variety of genres (Local) 	<ul style="list-style-type: none"> W-7-11.4 Writing in a variety of genres (Local) 	<ul style="list-style-type: none"> W-8-11.4 Writing in a variety of genres (Local) 	<ul style="list-style-type: none"> W-10-11.4 Writing in a variety of genres (Local) 	<ul style="list-style-type: none"> W-12-11.4 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 Grade 5 LOCAL ONLY	End of Grade 6 LOCAL ONLY	End of Grade 7 STATE ASSESSED	End of Grade 8 LOCAL ONLY	End of Grade 10 STATE ASSESSED	End of Grade 12 LOCAL ONLY
<p>W-5-1 Students demonstrate command of the structures of sentences, paragraphs, and text by...</p> <ul style="list-style-type: none"> W-5-1.1 <u>Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)</u> (Local) 	<p>W-6-1 Students demonstrate command of the structures of sentences, paragraphs, and text by...</p> <ul style="list-style-type: none"> W-6-1.1 Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (Local) 	<p>W-7-1 Students demonstrate command of the structures of sentences, paragraphs, and text by...</p> <ul style="list-style-type: none"> W-7-1.1 Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (State) 	<p>W-8-1 Students demonstrate command of the structures of sentences, paragraphs, and text by...</p> <ul style="list-style-type: none"> W-8-1.1 Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (Local) 	<p>W-10-1 Students demonstrate command of the structures of sentences, paragraphs, and text by...</p> <ul style="list-style-type: none"> W-10-1.1 Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (State) 	<p>W-12-1 Students demonstrate command of the structures of sentences, paragraphs, and text by...</p> <ul style="list-style-type: none"> W-12-1.1 Using varied sentence length and structure to enhance meaning (e.g., including phrases, clauses, and parallel structure) (Local)
<ul style="list-style-type: none"> W-5-1.2 Using the paragraph form: indenting, main idea, supporting details (Local) 	<ul style="list-style-type: none"> W-6-1.2 Using the paragraph form: indenting, main idea, supporting details (Local) 	<ul style="list-style-type: none"> W-7-1.2 Using the paragraph form: indenting, main idea, supporting details (State) 	<ul style="list-style-type: none"> W-8-1.2 Using the paragraph form: indenting, main idea, supporting details (Local) 	<ul style="list-style-type: none"> W-10-1.2 Using paragraph structures appropriately (e.g., <u>block or indented format</u>) (Local) 	<ul style="list-style-type: none"> W-12-1.2 Using paragraph structures appropriately (e.g., block or indented format) (Local)
<ul style="list-style-type: none"> W-5-1.3 Recognizing organizational structures <i>within</i> paragraphs (Local) <p>EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast</p> <p>EXAMPLE: When given a paragraph and a list of text structures, students identify structure used or their purposes</p>	<ul style="list-style-type: none"> W-6-1.3 Recognizing organizational structures <i>within</i> paragraphs (Local) <p>EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast</p>	<ul style="list-style-type: none"> W-7-1.3. Recognizing organizational structures within paragraphs <u>or within texts</u> (State) <p>EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution</p> <p>EXAMPLE: When given a paragraph or text and a description of text structures, students identify structure used or their purposes</p>	<ul style="list-style-type: none"> W-8-1.3 Recognizing organizational structures within paragraphs or within texts (Local) <p>EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution, <u>cause/effect, investigation</u></p>	<ul style="list-style-type: none"> W-10-1.3 Recognizing organizational structures within paragraphs or within texts (State) <p>EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, <u>deductive/inductive</u></p>	<ul style="list-style-type: none"> W-12-1.3 Recognizing organizational structures within paragraphs or within texts (Local) <p>EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive (Local)</p>

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Structures of Language – Applying Understanding of Sentences, Paragraphs, Text Structures (W-1)					
End of Grade 5 LOCAL ONLY	End of Grade 6 LOCAL ONLY	End of Grade 7 STATE ASSESSED	End of Grade 8 LOCAL ONLY	End of Grade 10 STATE ASSESSED	End of Grade 12 LOCAL ONLY
<p>W-5-1 Students demonstrate command of the structures of sentences, paragraphs, and text by...</p> <ul style="list-style-type: none"> W-5-1.4 Not assessed at this grade level 	<p>W-6-1 Students demonstrate command of the structures of sentences, paragraphs, and text by...</p> <ul style="list-style-type: none"> W-6-1.4 Applying a format and text structure appropriate to the purpose of the writing (Local) <p>EXAMPLE: Given a paragraph, students write the next paragraph, using appropriate and consistent text structure</p>	<p>W-7-1 Students demonstrate command of the structures of sentences, paragraphs, and text by...</p> <ul style="list-style-type: none"> W-7-1.4 Applying a format and text structure appropriate to the purpose of the writing (State) 	<p>W-8-1 Students demonstrate command of the structures of sentences, paragraphs, and text by...</p> <ul style="list-style-type: none"> W-8-1.4 Applying a format and text structure appropriate to the purpose of the writing (Local) 	<p>W-10-1 Students demonstrate command of the structures of sentences, paragraphs, and text by...</p> <ul style="list-style-type: none"> W-10-1.4 Applying a format and text structure appropriate to purpose, <u>audience</u>, and <u>context</u> (State) 	<p>W-12-1 Students demonstrate command of the structures of sentences, paragraphs, and text by...</p> <ul style="list-style-type: none"> W-12-1.4 Applying a format and text structure appropriate to purpose, audience, and context (Local) <p>EXAMPLES (of formats): academic essay, extended research essay, critical analysis</p>
<ul style="list-style-type: none"> W-5-1.5 Subsumed in W-5-1.1 	<ul style="list-style-type: none"> W-6-1.5 Subsumed in W-6-1.1 	<ul style="list-style-type: none"> W-7-1.5 Subsumed in W-7-1.1 	<ul style="list-style-type: none"> W-8-1.5 Subsumed in W-8-1.1 	<ul style="list-style-type: none"> W-10-1.5 Subsumed in W-10-1.1 	<ul style="list-style-type: none"> W-12-1.5 Subsumed in W-12-1.1
<ul style="list-style-type: none"> W-5-1.6 Applying directionality as appropriate to text (Local) <p>EXAMPLE: double-columned text</p>	<ul style="list-style-type: none"> W-6-1.6 Applying directionality as appropriate to text (Local) 	<ul style="list-style-type: none"> W-7-1.6 Applying directionality as appropriate to text (Local) 	<ul style="list-style-type: none"> W-8-1.6 Applying directionality as appropriate to text (Local) 	<ul style="list-style-type: none"> W-10-1.6 Applying directionality as appropriate to text (Local) 	<ul style="list-style-type: none"> W-12-1.6 Applying directionality as appropriate to text (Local)

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Writing in Response to Literary or Informational Text - Showing Understanding of Ideas in Text (W-2)					
End of Grade 5 LOCAL ONLY	End of Grade 6 LOCAL ONLY	End of Grade 7 STATE ASSESSED	End of Grade 8 LOCAL ONLY	End of Grade 10 STATE ASSESSED	End of Grade 12 LOCAL ONLY
<p>W-5-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by...</p> <ul style="list-style-type: none"> W-5-2.1 Selecting appropriate information to set context/background (Local) <p>EXAMPLE: Introducing and providing information about the character may be included as part of setting the context</p>	<p>W-6-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by...</p> <ul style="list-style-type: none"> W-6-2.1 Selecting appropriate information to set context/background (Local) 	<p>W-7-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by...</p> <ul style="list-style-type: none"> W-7-2.1 <u>Selecting and summarizing key ideas to set context</u> (State) 	<p>W-8-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by...</p> <ul style="list-style-type: none"> W-8-2.1 Selecting and summarizing key ideas to set context (Local) 	<p>W-10-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by...</p> <ul style="list-style-type: none"> W-10-2.1 Selecting and summarizing key ideas to set context, <u>appropriate to audience</u> (State) 	<p>W-12-2 In response to literary or informational text, students show understanding of plot /ideas/concepts <u>within or across texts</u> by...</p> <ul style="list-style-type: none"> W-12-2.1 Selecting and summarizing key ideas to set context, appropriate to audience (Local)
<ul style="list-style-type: none"> W-5-2.2 Summarizing <u>key</u> ideas (Local) 	<ul style="list-style-type: none"> W-6-2.2 Summarizing key ideas (Local) 	<ul style="list-style-type: none"> W-7-2.2 Subsumed in W-7-2.1 	<ul style="list-style-type: none"> W-8-2.2 Subsumed in W-8-2.1 	<ul style="list-style-type: none"> W-10-2.2 Subsumed in W-10-2.1 	<ul style="list-style-type: none"> W-12-2.2 Subsumed in W-12-2.1
<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> W-6-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts, by referring to relevant ideas (Local) 	<ul style="list-style-type: none"> W-7-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, <u>or the broader world of ideas, by referring to and explaining relevant ideas</u> (State) 	<ul style="list-style-type: none"> W-8-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas (Local) 	<ul style="list-style-type: none"> W-10-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas <u>or themes</u> (State) 	<ul style="list-style-type: none"> W-12-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas, themes, <u>motifs, or archetypes</u> (Local)
<ul style="list-style-type: none"> W-5-2.4 Not assessed at this grade level 	<ul style="list-style-type: none"> W-6-2.4 Not assessed at this grade level 	<ul style="list-style-type: none"> W-7-2.4 Not assessed at this grade level 	<ul style="list-style-type: none"> W-8-2.4 Not assessed at this grade level 	<ul style="list-style-type: none"> W-10-2.4 Not assessed at this grade level 	<ul style="list-style-type: none"> W-12-2.4 <u>Explaining the visual components (e.g., charts, diagrams, artwork) of the text, when appropriate</u> (Local)

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Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (W-3)					
End of Grade 5 LOCAL ONLY	End of Grade 6 LOCAL ONLY	End of Grade 7 STATE ASSESSED	End of Grade 8 LOCAL ONLY	End of Grade 10 STATE ASSESSED	End of Grade 12 LOCAL ONLY
<p>W-5-3 In response to literary or informational text, students make and support analytical judgments about text by...</p> <ul style="list-style-type: none"> W-5-3.1 Stating and maintaining a focus (purpose) when responding to a given a question (Local) 	<p>W-6-3 In response to literary or informational text, students make and support analytical judgments about text by...</p> <p>W-6-3.1 Stating and maintaining a focus (purpose), a <u>firm judgment, or point of view</u> when responding to a given question (Local)</p>	<p>W-7-3 In response to literary or informational text, students make and support analytical judgments about text by...</p> <ul style="list-style-type: none"> W-7-3.1 Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question (State) 	<p>W-8-3 In response to literary or informational text, students make and support analytical judgments about text by...</p> <ul style="list-style-type: none"> W-8-3.1 Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question (Local) 	<p>W-10-3 In response to literary or informational text, students make and support analytical judgments about text by...</p> <ul style="list-style-type: none"> W-10-3.1a <u>Establishing an interpretive claim/assertion in the form of a thesis (purpose), when responding to a given prompt</u> (State) W-10-3.1b <u>Establishing an interpretive claim/assertion in the form of a thesis (purpose)</u> (Local) 	<p>W-12-3 In response to literary or informational text, students make and support analytical judgments about text by...</p> <ul style="list-style-type: none"> W-12-3.1b Establishing an interpretive claim/assertion in the form of a thesis (purpose) (Local)
<ul style="list-style-type: none"> W-5-3.2 Making inferences about the content, events, characters, setting, or common themes (Local) 	<ul style="list-style-type: none"> W-6-3.2 Making inferences about content, events, characters, setting, or common themes <u>and the relationship(s) among them</u> (Local) <p>EXAMPLE: Identifying theme and then making links between content/events and theme</p>	<ul style="list-style-type: none"> W-7-3.2 Making inferences about the relationship(s) <u>among</u> content, events, characters, setting, <u>theme, or author’s craft</u> (State) <p>EXAMPLES: <u>Making links between characterization and author’s choice of words; making links to characteristics of literary forms or genres</u></p>	<ul style="list-style-type: none"> W-8-3.2 Making inferences about the relationship(s) among content, events, characters, setting, theme, or author’s craft (Local) <p>EXAMPLES: <u>Making links to author’s choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres</u></p>	<ul style="list-style-type: none"> W-10-3.2 Making inferences about the relationship(s) among content, events, characters, setting, theme, or author’s craft (State) <p>EXAMPLES: Making links to author’s choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres</p>	<ul style="list-style-type: none"> W-12-3.2 Making inferences about the relationship(s) among content, events, characters, setting, theme, or author’s craft (Local) <p>EXAMPLES: Making links to author’s choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres</p>
<ul style="list-style-type: none"> W-5-3.3 Using specific details and references to text <u>or citations</u> to support focus (Local) 	<ul style="list-style-type: none"> W-6-3.3 Using specific details and references to text <u>or relevant citations to support focus or judgment</u> (Local) 	<ul style="list-style-type: none"> W-7-3.3 Using specific details and references to text or relevant citations to support focus or judgment (State) 	<ul style="list-style-type: none"> W-8-3.3 Using specific details and references to text or relevant citations to support focus or judgment (Local) 	<ul style="list-style-type: none"> W-10-3.3 Using specific details and references to text or relevant citations to support <u>thesis, interpretations, or conclusions</u> (State) 	<ul style="list-style-type: none"> W-12-3.3 Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions (Local)
<ul style="list-style-type: none"> W-5-3.4 Organizing ideas, using transition words/phrases and <u>writing a conclusion that provides closure</u> (Local) 	<ul style="list-style-type: none"> W-6-3.4 Organizing ideas, using transition words/phrases and writing a conclusion that provides closure (Local) 	<ul style="list-style-type: none"> W-7-3.4 Organizing ideas, using transitional words/phrases and writing a conclusion that provides closure (State) 	<ul style="list-style-type: none"> W-8-3.4 Organizing ideas, using transitional words/phrases and <u>drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas)</u> (Local) 	<ul style="list-style-type: none"> W-10-3.4 Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (State) 	<ul style="list-style-type: none"> W-12-3.4 Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (Local)

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Grades 5-12

New Hampshire, Rhode Island, and Vermont Grade Level & Grade Span Expectations (GLEs & GSEs) for Written & Oral Communication including New England Common Assessment Program (NECAP) STATE Grade Level & Grade Span Expectations (GLEs & GSEs) for Writing

Expressive Writing: Narrative – Creating a Story Line (W-4.1 to 4.2)					
End of Grade 5 LOCAL ONLY	End of Grade 6 LOCAL ONLY	End of Grade 7 STATE ASSESSED	End of Grade 8 LOCAL ONLY	End of Grade 10 LOCAL ONLY	End of Grade 12 LOCAL ONLY
<p>W-5-4 In written narratives, students organize and relate a story line/plot/series of events by...</p> <ul style="list-style-type: none"> W-5-4.1 Creating a clear and coherent (logically consistent) story line 	<p>W-6-4 In written narratives, students organize and relate a story line/plot/series of events by...</p> <ul style="list-style-type: none"> W-6-4.1 Creating a clear and coherent (logically consistent) story line 	<p>W-7-4 In written narratives, students organize and relate a story line/plot/series of events by...</p> <ul style="list-style-type: none"> W-7-4.1 Creating a clear and coherent (logically consistent) story line (State) 	<p>W-8-4 In written narratives, students organize and relate a story line/plot/series of events by...</p> <ul style="list-style-type: none"> W-8-4.1 Creating a clear and coherent (logically consistent) story line (Local) 	<p>W-10-4 In written narratives, students organize and relate a story line/plot/series of events by...</p> <ul style="list-style-type: none"> W-10-4.1 Creating a clear and coherent (logically consistent) story line (Local) 	<p>W-12-4 In written narratives, students organize and relate a story line/plot/series of events by...</p> <ul style="list-style-type: none"> W-12-4.1 <u>Creating a clear and coherent, logically consistent structure</u> (Local) <p>EXAMPLES: Biographical or historical accounts, fiction or non-fiction stories, personal narratives, narrative poems or songs, parodies of particular narrative styles (fable, soap opera)</p>
<ul style="list-style-type: none"> W-5-4.2 <u>Establishing context (setting or background information), problem/conflict/challenge, and resolution</u> 	<ul style="list-style-type: none"> W-6-4.2 Establishing context, problem/conflict/challenge, and <u>maintaining point of view, (1st person, 3rd person, or omniscient)</u> 	<ul style="list-style-type: none"> W-7-4.2 Establishing context, <u>character motivation</u>, problem/conflict/challenge, and resolution and maintaining point of view (State) 	<ul style="list-style-type: none"> W-8-4.2 Establishing context, character motivation, problem/conflict/challenge, and resolution, and maintaining point of view (Local) 	<ul style="list-style-type: none"> W-10-4.2 Establishing context, character motivation, problem/conflict/challenge, and resolution, <u>significance of setting</u>, and maintaining point of view (Local) 	<ul style="list-style-type: none"> W-12-4.2 Establishing context, character motivation, problem/conflict/challenge, and resolution, significance of setting, and maintaining point of view (Local)

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Grades 5-12

New Hampshire, Rhode Island, and Vermont Grade Level & Grade Span Expectations (GLEs & GSEs) for Written & Oral Communication including New England Common Assessment Program (NECAP) STATE Grade Level & Grade Span Expectations (GLEs & GSEs) for Writing

Expressive Writing: Narrative – Creating a Story Line (W-4.3 to 4.6)					
End of Grade 5 LOCAL ONLY	End of Grade 6 LOCAL ONLY	End of Grade 7 STATE ASSESSED	End of Grade 8 LOCAL ONLY	End of Grade 10 LOCAL ONLY	End of Grade 12 LOCAL ONLY
<p>W-5-4 In written narratives, students organize and relate a story line/plot/series of events by...</p> <ul style="list-style-type: none"> W-5-4.3 <u>Using transition words/phrases to establish clear chronology and to enhance meaning</u> 	<p>W-6-4 In written narratives, students organize and relate a story line/plot/series of events by...</p> <ul style="list-style-type: none"> W-6-4.3 Using transition words/phrases to establish clear chronology and to enhance meaning 	<p>W-7-4 In written narratives, students organize and relate a story line/plot/series of events by...</p> <ul style="list-style-type: none"> W-7-4.3 <u>Using a variety of effective transitional devices (e.g., ellipses, time transitions, white space, or words/phrases) to enhance meaning (State)</u> 	<p>W-8-4 In written narratives, students organize and relate a story line/plot/series of events by...</p> <ul style="list-style-type: none"> W-8-4.3 Using a variety of effective transitional devices (e.g., ellipses, time transitions, white space, or words/phrases) to enhance meaning (Local) 	<p>W-10-4 In written narratives, students organize and relate a story line/plot/series of events by...</p> <ul style="list-style-type: none"> W-10-4.3 Using a variety of effective transitional devices (e.g., ellipses; time transitions: such as <u>flashback or foreshadowing</u>; white space; or words/phrases) to enhance meaning (Local) 	<p>W-12-4 In written narratives, students organize and relate a story line/plot/series of events by...</p> <ul style="list-style-type: none"> W-12-4.3 Using a variety of effective transitional devices (e.g., ellipses; time transitions: such as flashback or foreshadowing; white space; or words/phrases) to enhance meaning (Local)
<ul style="list-style-type: none"> W-5-4.4 Not assessed at this grade level 	<ul style="list-style-type: none"> W-6-4.4 Not assessed at this grade level 	<ul style="list-style-type: none"> W-7-4.4 Not assessed at this grade level 	<ul style="list-style-type: none"> W-8-4.4 Not assessed at this grade level 	<ul style="list-style-type: none"> W-10-4.4 Using a variety of effective literary devices (i.e., flashback or foreshadowing, figurative language imagery) to enhance meaning (Local) 	<ul style="list-style-type: none"> W-12-4.4 Using a variety of effective literary devices (i.e., flashback or foreshadowing, figurative language imagery) to enhance meaning (Local)
<ul style="list-style-type: none"> W-5-4.5 Not assessed at this grade level 	<ul style="list-style-type: none"> W-6-4.5 Not assessed at this grade level 	<ul style="list-style-type: none"> W-7-4.5 Establishing and maintaining a theme (Local) 	<ul style="list-style-type: none"> W-8-4.5 Establishing and maintaining a theme (Local) 	<ul style="list-style-type: none"> W-10-4.5 Establishing and maintaining theme (Local) 	<ul style="list-style-type: none"> W-12-4.5 Establishing and maintaining theme (Local)
<ul style="list-style-type: none"> W-5-4.6 Not assessed at this grade level 	<ul style="list-style-type: none"> W-6-4.6 Not assessed at this grade level 	<ul style="list-style-type: none"> W-7-4.6 Providing a sense of closure (Local) 	<ul style="list-style-type: none"> W-8-4.6 Providing a sense of closure (Local) 	<ul style="list-style-type: none"> W-10-4.6 Providing a sense of closure (Local) 	<ul style="list-style-type: none"> W-12-4.6 Providing a sense of closure (Local)

WRITTEN AND ORAL COMMUNICATION

Grades 5-12

New Hampshire, Rhode Island, and Vermont Grade Level & Grade Span Expectations (GLEs & GSEs) for Written & Oral Communication
including New England Common Assessment Program (NECAP) STATE Grade Level & Grade Span Expectations (GLEs & GSEs) for Writing

Expressive Writing: Narrative – Applying Narrative Strategies (W-5.1 – W-5.3)					
End of Grade 5 LOCAL ONLY	End of Grade 6 LOCAL ONLY	End of Grade 7 STATE ASSESSED	End of Grade 8 LOCAL ONLY	End of Grade 10 STATE ASSESSED	End of Grade 12 LOCAL ONLY
<p>W-5-5 Students demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> W-5-5.1 Using relevant and descriptive details <u>to advance the plot/story line</u> (Local) 	<p>W-6-5 Students demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> W-6-5.1 Using relevant and descriptive details <u>and sensory language</u> to advance the plot/story line (Local) <p>EXAMPLE: I could hear bells ringing. It sent shivers down my spine.</p>	<p>W-7-5 Students demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> W-7-5.1 Using relevant and descriptive details and sensory language to advance the plot/story line (State) 	<p>W-8-5 Students demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> W-8-5.1 <u>Creating images</u>, using details and sensory language to advance the plot/story line (Local) 	<p>W-10-5 Students demonstrate use of narrative strategies <u>to engage the reader</u> by...</p> <ul style="list-style-type: none"> W-10-5.1 Creating images, using <u>relevant and descriptive</u> details and sensory language to advance the plot/story line (Local) 	<p>W-12-5 Students demonstrate use of narrative strategies <u>to engage the reader</u> by...</p> <ul style="list-style-type: none"> W-12-5.1 Creating images, using relevant and descriptive details and sensory language to advance the plot/story line (Local)
<ul style="list-style-type: none"> W-5-5.2 <u>Using dialogue to advance plot/story line</u> (Local) 	<ul style="list-style-type: none"> W-6-5.2 Using dialogue to advance plot/story line (Local) 	<ul style="list-style-type: none"> W-7-5.2 Using dialogue to advance plot/story line (State) 	<ul style="list-style-type: none"> W-8-5.2 Using dialogue to advance plot/story line (Local) 	<ul style="list-style-type: none"> W-10-5.2 Using dialogue to advance plot/story line (Local) 	<ul style="list-style-type: none"> W-12-5.2 Using dialogue to advance plot/story line (Local)
<ul style="list-style-type: none"> W-5-5.3 <u>Developing characters through description</u> (Local) 	<ul style="list-style-type: none"> W-6-5.3 Developing characters through description, <u>dialogue</u>, and <u>actions</u> (Local) 	<ul style="list-style-type: none"> W-7-5.3 Developing characters through description, dialogue, and actions (State) 	<ul style="list-style-type: none"> W-8-5.3 Developing characters through description, dialogue, actions, <u>and relationships with other characters, when appropriate</u> (Local) 	<ul style="list-style-type: none"> W-10-5.3 Developing characters through description, dialogue, actions, and relationships with other characters, when appropriate (Local) 	<ul style="list-style-type: none"> W-12-5.3 Developing characters through description, dialogue, actions (<u>including gestures, expressions</u>), and relationships with other characters, when appropriate (Local)

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Grades 5-12

New Hampshire, Rhode Island, and Vermont Grade Level & Grade Span Expectations (GLEs & GSEs) for Written & Oral Communication including New England Common Assessment Program (NECAP) STATE Grade Level & Grade Span Expectations (GLEs & GSEs) for Writing

Expressive Writing: Narrative – Applying Narrative Strategies (W-5.4 – W-5.7)					
End of Grade 5 LOCAL ONLY	End of Grade 6 LOCAL ONLY	End of Grade 7 STATE ASSESSED	End of Grade 8 LOCAL ONLY	End of Grade 10 STATE ASSESSED	End of Grade 12 LOCAL ONLY
<p>W-5-5 Students demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> W-5-5.4 <u>Using voice appropriate to purpose</u> (Local) 	<p>W-6-5 Students demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> W-6-5.4 <u>Using voice appropriate to purpose</u> (Local) 	<p>W-7-5 Students demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> W-7-5.4 Using voice appropriate to purpose (State) 	<p>W-8-5 Students demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> W-8-5.4 Using voice appropriate to purpose (Local) 	<p>W-10-5 Students demonstrate use of narrative strategies <u>to engage the reader by...</u></p> <ul style="list-style-type: none"> W-10-5.4 Using voice appropriate to purpose (Local) 	<p>W-12-5 Students demonstrate use of narrative strategies to engage the reader by...</p> <ul style="list-style-type: none"> W-12-5.4 Using voice appropriate to purpose (Local)
<ul style="list-style-type: none"> W-5-5.5 <u>Establishing a focus when writing</u> about observations and experiences (Local) 	<ul style="list-style-type: none"> W-6-5.5 <u>Maintaining focus</u> (Local) 	<ul style="list-style-type: none"> W-7-5.5 Maintaining focus (State) 	<ul style="list-style-type: none"> W-8-5.5 Maintaining focus (Local) 	<ul style="list-style-type: none"> W-10-5.5 Maintaining focus (Local) 	<ul style="list-style-type: none"> W-12-5.5 Maintaining focus (Local)
<ul style="list-style-type: none"> W-5-5.6 Selecting and elaborating important ideas; and <u>excluding extraneous details</u> (Local) 	<ul style="list-style-type: none"> W-6-5.6 Selecting and elaborating important ideas; and excluding extraneous details (Local) 	<ul style="list-style-type: none"> W-7-5.6 Selecting and elaborating important ideas; and excluding extraneous details (Local) 	<ul style="list-style-type: none"> W-8-5.6 Selecting and elaborating important ideas; and excluding extraneous details (Local) 	<ul style="list-style-type: none"> W-10-5.6 Selecting and elaborating important ideas; and excluding extraneous details (Local) 	<ul style="list-style-type: none"> W-12-5.6 Selecting and elaborating important ideas; and excluding extraneous details (Local)
<ul style="list-style-type: none"> W-5-5.7 Not assessed at this level 	<ul style="list-style-type: none"> W-6-5.7 Not assessed at this level 	<ul style="list-style-type: none"> W-7-5.7 Not assessed at this level 	<ul style="list-style-type: none"> W-8-5.7 Controlling the pace of the story (Local) <p>EXAMPLE: Developing the narrative with greatest emphasis on the most important parts</p>	<ul style="list-style-type: none"> W-10-5.7 Controlling the pace of the story (Local) <p>EXAMPLES: Intentional use of sentence length and punctuation</p>	<ul style="list-style-type: none"> W-12-5.7 Controlling the pace of the story (Local) <p>EXAMPLES: Developing tension or suspense</p>

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Grades 5-12

New Hampshire, Rhode Island, and Vermont Grade Level & Grade Span Expectations (GLEs & GSEs) for Written & Oral Communication
including New England Common Assessment Program (NECAP) STATE Grade Level & Grade Span Expectations (GLEs & GSEs) for Writing

Expressive Writing: Poetry (W-12)					
End of Grade 5 LOCAL ONLY	End of Grade 6 LOCAL ONLY	End of Grade 7 LOCAL ONLY	End of Grade 8 LOCAL ONLY	End of Grade 10 LOCAL ONLY	End of Grade 12 LOCAL ONLY
<p>W-5-12 In writing poetry, students demonstrate awareness of purpose by...</p> <ul style="list-style-type: none"> W-5-12.1 Not assessed at this grade level 	<p>W-6-12 In writing poetry, students demonstrate awareness of purpose by...</p> <ul style="list-style-type: none"> W-6-12.1 Not assessed at this grade level 	<p>W-7-12 In writing poetry, students demonstrate awareness of purpose by...</p> <ul style="list-style-type: none"> W-7-12.1 Not assessed at this grade level 	<p>W-8-12 In writing poetry, students demonstrate awareness of purpose by...</p> <ul style="list-style-type: none"> W-8-12.1 Writing poems in a variety of voices for a variety of audiences (purpose) (Local) 	<p>W-10-12 In writing poetry, students demonstrate awareness of purpose by...</p> <ul style="list-style-type: none"> W-10-12.1 Writing poems in a variety of voices for a variety of audiences (purpose) (Local) 	<p>W-12-12 In writing poetry, students demonstrate awareness of purpose by...</p> <ul style="list-style-type: none"> W-12-12.1 Writing poems in a variety of voices for a variety of audiences (purpose) (Local)
<ul style="list-style-type: none"> W-5-12.2 Not assessed at this grade level 	<ul style="list-style-type: none"> W-6-12.2 Not assessed at this grade level 	<ul style="list-style-type: none"> W-7-12.2 Writing poems that express the speaker's moods, thoughts, or feelings (Local) 	<ul style="list-style-type: none"> W-8-12.2 Writing poems that express speaker's moods, thoughts, or feelings (Local) 	<ul style="list-style-type: none"> W-10-12.2 Writing poems that express speaker's moods, thoughts, or feelings (Local) 	<ul style="list-style-type: none"> W-12-12.2 Writing poems that express speaker's moods, thoughts, or feelings (Local)
<ul style="list-style-type: none"> W-5-12.3 Not assessed at this grade level 	<ul style="list-style-type: none"> W-6-12.3 Not assessed at this grade level 	<ul style="list-style-type: none"> W-7-12.3 Choosing conventional or alternative text structures to achieve impact (Local) <p>EXAMPLES (text structures): free verse, haiku, concrete poems</p>	<ul style="list-style-type: none"> W-8-12.3 Choosing conventional or alternative text structures to achieve impact (Local) <p>EXAMPLES (Text structures): free verse, haiku, concrete poems</p>	<ul style="list-style-type: none"> W-10-12.3 Choosing conventional or alternative text structures to achieve impact (Local) <p>EXAMPLES (text structures): sonnet, free verse, haiku, ballad, ode, concrete poems</p>	<ul style="list-style-type: none"> W-12-12.3 Choosing conventional or alternative text structures to achieve impact (Local)

WRITTEN AND ORAL COMMUNICATION

Grades 5-12

New Hampshire, Rhode Island, and Vermont Grade Level & Grade Span Expectations (GLEs & GSEs) for Written & Oral Communication including New England Common Assessment Program (NECAP) STATE Grade Level & Grade Span Expectations (GLEs & GSEs) for Writing

Expressive Writing: Poetry (W-13)					
End of Grade 5 LOCAL ONLY	End of Grade 6 LOCAL ONLY	End of Grade 7 LOCAL ONLY	End of Grade 8 LOCAL ONLY	End of Grade 10 LOCAL ONLY	End of Grade 12 LOCAL ONLY
<p>W-5-13 In writing poetry, use language effectively by...</p> <ul style="list-style-type: none"> W-5-13.1 <p>Not assessed at this grade level</p>	<p>W-6-13 In writing poetry, use language effectively by...</p> <ul style="list-style-type: none"> W-6-13.1 <p>Not assessed at this grade level</p>	<p>W-7-13 In writing poetry, use language effectively by...</p> <ul style="list-style-type: none"> W-7-13.2 <p>Not assessed at this grade level</p>	<p>W-8-13 In writing poetry, use language effectively by...</p> <ul style="list-style-type: none"> W-8-13.1 Selecting vocabulary according to purpose and for effect on audience (Local) 	<p>W-10-13 In writing poetry, use language effectively by...</p> <ul style="list-style-type: none"> W-10-13.1 Selecting vocabulary according to purpose and for effect on audience (Local) 	<p>W-12-13 In writing poetry, use language effectively by...</p> <ul style="list-style-type: none"> W-12-13.1 Selecting vocabulary according to purpose and for effect on audience (Local)
<ul style="list-style-type: none"> W-5-13.2 <p>Not assessed at this grade level</p>	<ul style="list-style-type: none"> W-6-13.2 <p>Not assessed at this grade level</p>	<ul style="list-style-type: none"> W-7-13.2 <p>Not assessed at this grade level</p>	<ul style="list-style-type: none"> W-8-13.2 Using rhyme, figurative language (Local) <p>EXAMPLES (of figurative language): simile, personification, alliteration, onomatopoeia (Local)</p>	<ul style="list-style-type: none"> W-10-13.2 Using rhyme, rhythm, meter, literary elements (e.g., setting, plot, characters) or figurative language (Local) <p>EXAMPLES (of figurative language): <u>simile</u>, <u>personification</u>, <u>alliteration</u>, <u>onomatopoeia</u>, <u>metaphor</u></p>	<ul style="list-style-type: none"> W-12-13.2 Using rhyme, rhythm, meter, literary elements (e.g., setting, plot, characters) or figurative language (Local) <p>EXAMPLES (of figurative language): simile, personification, alliteration, onomatopoeia, metaphor</p>
<ul style="list-style-type: none"> W-5-13.3 <p>Not assessed at this grade level</p>	<ul style="list-style-type: none"> W-6-13.3 <p>Not assessed at this grade level</p>	<ul style="list-style-type: none"> W-7-13.3 <p>Not assessed at this grade level</p>	<ul style="list-style-type: none"> W-8-13.3 Not assessed at this grade level 	<ul style="list-style-type: none"> W-10-13.3 Selecting and manipulating words, phrases, or clauses, for connotation/shades of meaning and impact (Local) 	<ul style="list-style-type: none"> W-12-13.3 Selecting and manipulating words, phrases, or clauses, for connotation/shades of meaning and impact (Local)
<ul style="list-style-type: none"> W-5-13.4 <p>Not assessed at this grade level</p>	<ul style="list-style-type: none"> W-6-13.4 <p>Not assessed at this grade level</p>	<ul style="list-style-type: none"> W-7-13.4 Not assessed at this grade level 	<ul style="list-style-type: none"> W-8-13.4 Using a variety of poetic forms (Local) 	<ul style="list-style-type: none"> W-10-13.4 Using a variety of poetic forms (Local) 	<ul style="list-style-type: none"> W-12-13.4 Using a variety of poetic forms (Local)

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Grades 5-12

New Hampshire, Rhode Island, and Vermont Grade Level & Grade Span Expectations (GLEs & GSEs) for Written & Oral Communication including New England Common Assessment Program (NECAP) STATE Grade Level & Grade Span Expectations (GLEs & GSEs) for Writing

Expressive Writing: Reflective Essay (W-14.1 to 14.3)					
End of Grade 5 LOCAL ONLY	End of Grade 6 LOCAL ONLY	End of Grade 7 LOCAL ONLY	End of Grade 8 LOCAL ONLY	End of Grade 10 STATE ASSESSED	End of Grade 12 LOCAL ONLY
<p>W-5-14 In reflective writing, students explore and share thoughts, observations, and impressions by...</p> <ul style="list-style-type: none"> W-5-14.1 Not assessed at this grade level 	<p>W-6-14 In reflective writing, students explore and share thoughts, observations, and impressions by...</p> <ul style="list-style-type: none"> W-6-14.1 Not assessed at this grade level 	<p>W-7-14 In reflective writing, students explore and share thoughts, observations, and impressions by...</p> <ul style="list-style-type: none"> W-7-14.1 Not assessed at this grade level 	<p>W-8-14 In reflective writing, students explore and share thoughts, observations, and impressions by...</p> <ul style="list-style-type: none"> W-8-14.1 Engaging the reader by establishing context (purpose) (Local) 	<p>W-10-14 In reflective writing, students explore and share thoughts, observations, and impressions by...</p> <ul style="list-style-type: none"> W-10-14.1 Engaging the reader by establishing context (purpose) (State) 	<p>W-12-14 In reflective writing, students explore and share thoughts, observations, and impressions by...</p> <ul style="list-style-type: none"> W-12-14.1 Engaging the reader by establishing context (purpose) (Local)
<ul style="list-style-type: none"> W-5-14.2 Not assessed at this grade level 	<ul style="list-style-type: none"> W-6-14.2 Not assessed at this grade level 	<ul style="list-style-type: none"> W-7-14.2 Not assessed at this grade level 	<ul style="list-style-type: none"> W-8-14.2 Analyzing a condition or situation of significance (e.g., reflecting on a personal learning or personal growth), or developing a commonplace, concrete occasion as the basis for the reflection (Local) 	<ul style="list-style-type: none"> W-10-14.2 Analyzing a condition or situation of significance (e.g., reflecting on a personal learning or personal growth), or developing a commonplace, concrete occasion as the basis for the reflection (State) 	<ul style="list-style-type: none"> W-12-14.2 Analyzing a condition or situation of significance or developing a commonplace, concrete occasion as the basis for the reflection (Local)
<ul style="list-style-type: none"> W-5-14.3 Not assessed at this grade level 	<ul style="list-style-type: none"> W-6-14.3 Not assessed at this grade level 	<ul style="list-style-type: none"> W-7-14.3 Not assessed at this grade level 	<ul style="list-style-type: none"> W-8-14.3 Not assessed at this grade level 	<ul style="list-style-type: none"> W-10-14.3 Using an organizational structure that allows for a progression of ideas to develop (State) 	<ul style="list-style-type: none"> W-12-14.3 Using an organizational structure that allows for a progression of ideas to develop (Local)

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Grades 5-12

New Hampshire, Rhode Island, and Vermont Grade Level & Grade Span Expectations (GLEs & GSEs) for Written & Oral Communication including New England Common Assessment Program (NECAP) STATE Grade Level & Grade Span Expectations (GLEs & GSEs) for Writing

Expressive Writing: Reflective Essay (W-14.4 to 14.6)					
End of Grade 5 LOCAL ONLY	End of Grade 6 LOCAL ONLY	End of Grade 7 STATE ASSESSED	End of Grade 8 LOCAL ONLY	End of Grade 10 STATE ASSESSED	End of Grade 12 LOCAL ONLY
<p>W-5-14 In reflective writing, students explore and share thoughts, observations, and impressions by...</p> <ul style="list-style-type: none"> W-5-14.4 Not assessed at this grade level 	<p>W-6-14 In reflective writing, students explore and share thoughts, observations, and impressions by...</p> <ul style="list-style-type: none"> W-6-14.4 Not assessed at this grade level 	<p>W-7-14 In reflective writing, students explore and share thoughts, observations, and impressions by...</p> <ul style="list-style-type: none"> W-7-14.4 Not assessed at this grade level 	<p>W-8-14 In reflective writing, students explore and share thoughts, observations, and impressions by...</p> <ul style="list-style-type: none"> W-8-14.4 Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus (Local) 	<p>W-10-14 In reflective writing, students explore and share thoughts, observations, and impressions by...</p> <ul style="list-style-type: none"> W-10-14.4 Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus (State) 	<p>W12-14 In reflective writing, students explore and share thoughts, observations, and impressions by...</p> <ul style="list-style-type: none"> W-12-14.4 Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus (Local)
<ul style="list-style-type: none"> W-5-14.4 Not assessed at this grade level 	<ul style="list-style-type: none"> W-6-14.4 Not assessed at this grade level 	<ul style="list-style-type: none"> W-7-14.4 Not assessed at this grade level 	<ul style="list-style-type: none"> W-8-14.5 Providing closure - leaving the reader with something to think about (Local) 	<ul style="list-style-type: none"> W-10-14.5 Providing closure - leaving the reader with something to think about (State) 	<ul style="list-style-type: none"> W-12-14.5 Providing closure - leaving the reader with something to think about (Local)
<ul style="list-style-type: none"> W-5-14.4 Not assessed at this grade level 	<ul style="list-style-type: none"> W-6-14.4 Not assessed at this grade level 	<ul style="list-style-type: none"> W-7-14.4 Not assessed at this grade level 	<ul style="list-style-type: none"> W-8-14.4 Not assessed at this grade level 	<ul style="list-style-type: none"> W-10-14.4 Not assessed at this grade level 	<ul style="list-style-type: none"> W-12-14.6 Making connections between personal ideas and experiences and more abstract aspects of life, leading to new perspectives or insights (Local) <p>EXAMPLE: In a reflection upon a personal friendship, a student identifies a new insight about the relationship.</p>

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New Hampshire, Rhode Island, and Vermont Grade Level & Grade Span Expectations (GLEs & GSEs) for Written & Oral Communication including New England Common Assessment Program (NECAP) STATE Grade Level & Grade Span Expectations (GLEs & GSEs) for Writing

INFORMATIONAL WRITING: Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (W-6.1 to 6.2)					
End of Grade 5 LOCAL ONLY	End of Grade 6 LOCAL ONLY	End of Grade 7 STATE ASSESSED	End of Grade 8 LOCAL ONLY	End of Grade 10 STATE ASSESSED	End of Grade 12 LOCAL ONLY
<p>W-5-6 In informational writing, students organize ideas/concepts by ...</p> <ul style="list-style-type: none"> W-5-6.1 <u>Using an organizational text structure appropriate to focus/controlling idea</u> (Local) <p>EXAMPLES (of text structures): <u>description, sequential, chronology, proposition/support, compare/contrast</u></p>	<p>W-6-6 In informational writing, students organize ideas/concepts by ...</p> <ul style="list-style-type: none"> W-6-6.1 Using an organizational text structure appropriate to focus/controlling idea (Local) <p>EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast</p>	<p>W-7-6 In informational writing, students organize ideas/concepts by ...</p> <ul style="list-style-type: none"> W-7-6.1 Using an organizational text structure appropriate to focus/controlling idea (State) <p>EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, <u>problem/solution</u></p>	<p>W-8-6 In informational writing, students organize ideas/concepts by ...</p> <ul style="list-style-type: none"> W-8-6.1 Using an organizational text structure appropriate to focus/controlling idea (Local) <p>EXAMPLES (of text structures): sequence, chronology, proposition/support, compare/contrast, problem/solution, <u>cause/effect, investigation</u></p>	<p>W-10-6 In informational writing, students organize ideas/concepts by ...</p> <ul style="list-style-type: none"> W-10-6.1 Using a text structure appropriate to focus/controlling idea or <u>thesis</u> (e.g., purpose, audience, context) (State) <p>EXAMPLES (of text structures): sequence (in procedures), chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, <u>deductive/inductive reasoning</u></p>	<p>W-12-6 In informational writing, students organize ideas/concepts by ...</p> <ul style="list-style-type: none"> W-12-6.1 Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (Local) <p>EXAMPLES (of text structures): sequence (in procedures), chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive reasoning</p>
<ul style="list-style-type: none"> W-5-6.2 <u>Selecting appropriate information to set the context</u> (Local) 	<ul style="list-style-type: none"> W-6-6.2 Selecting appropriate information to set context, <u>which may include a lead/hook</u> (Local) <p>EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation</p>	<ul style="list-style-type: none"> W-7-6.2 Selecting appropriate information to set context, which may include a lead/hook (State) 	<ul style="list-style-type: none"> W-8-6.2 Selecting appropriate information to set context, which may include a lead/hook (Local) 	<ul style="list-style-type: none"> W-10-6.2 Selecting appropriate <u>and relevant</u> information (<u>excluding extraneous details</u>) to set context (State) 	<ul style="list-style-type: none"> W-12-6.2 Selecting appropriate and relevant information (excluding extraneous details) to set context (Local)

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New Hampshire, Rhode Island, and Vermont Grade Level & Grade Span Expectations (GLEs & GSEs) for Written & Oral Communication including New England Common Assessment Program (NECAP) STATE Grade Level & Grade Span Expectations (GLEs & GSEs) for Writing

Informational Writing (Reports, Procedures, or Persuasive Writing) – Organizing and Conveying Information (W-7)					
End of Grade 5 LOCAL ONLY	End of Grade 6 LOCAL ONLY	End of Grade 7 STATE ASSESSED	End of Grade 8 LOCAL ONLY	End of Grade 10 STATE ASSESSED	End of Grade 12 LOCAL ONLY
<p>W-5-7 In informational writing, students effectively convey purpose by...</p> <ul style="list-style-type: none"> W-5-7.1 Establishing a topic (Local) 	<p>W-6-7 In informational writing, students effectively convey purpose by...</p> <ul style="list-style-type: none"> W-6-7.1 Establishing a topic (Local) 	<p>W-7-7 In informational writing, students effectively convey purpose by ...</p> <ul style="list-style-type: none"> W-7-7.1 Establishing a topic (State) 	<p>W-8-7 In informational writing, students effectively convey purpose by...</p> <ul style="list-style-type: none"> W-8-7.1 Establishing a topic (Local) 	<p>W-10-7 In informational writing, students effectively convey purpose by...</p> <ul style="list-style-type: none"> W-10-7.1 Establishing a topic (State) 	<p>W-12-7 In informational writing, students effectively convey purpose by...</p> <ul style="list-style-type: none"> W-12-7.1 Establishing a topic (Local)
<ul style="list-style-type: none"> W-5-7.2 Stating and maintaining a focus/controlling idea on a topic (Local) 	<ul style="list-style-type: none"> W-6-7.2 Stating and maintaining a focus/controlling idea on a topic (Local) 	<ul style="list-style-type: none"> W-7-7.2 Stating and maintaining a focus/controlling idea (State) 	<ul style="list-style-type: none"> W-8-7.2 Stating and maintaining a focus/controlling idea/<u>thesis</u> (Local) 	<ul style="list-style-type: none"> W-10-7.2 Stating and maintaining a focus/controlling idea/thesis (State) 	<ul style="list-style-type: none"> W-12-7.2 Stating and maintaining a focus/controlling idea/thesis (Local)
<ul style="list-style-type: none"> W-5-7.3 Not assessed at this grade level 	<ul style="list-style-type: none"> W-6-7.3 Not assessed at this grade level 	<ul style="list-style-type: none"> W-7-7.3 <u>Writing with a sense of audience, when appropriate</u> (State) 	<ul style="list-style-type: none"> W-8-7.3 Writing with a sense of audience, when appropriate (Local) 	<ul style="list-style-type: none"> W-10-7.3 Writing with a sense of audience, when appropriate (State) 	<ul style="list-style-type: none"> W-12-7.3 <u>Selecting and using formal, informal, literary, or technical language appropriate to audience and context</u> (Local)
<ul style="list-style-type: none"> W-5-7.4 Not assessed at this grade level 	<ul style="list-style-type: none"> W-6-7.4 Not assessed at this grade level 	<ul style="list-style-type: none"> W-7-7.4 Not assessed at this grade level 	<ul style="list-style-type: none"> W-8-7.4 <u>Establishing an authoritative voice</u> (Local) 	<ul style="list-style-type: none"> W-10-7.4 Establishing an authoritative voice (State) 	<ul style="list-style-type: none"> W-12-7.4 Establishing an authoritative voice (Local)
<ul style="list-style-type: none"> W-5-7.5 Not assessed at this grade level 	<ul style="list-style-type: none"> W-6-7.5 Not assessed at this grade level 	<ul style="list-style-type: none"> W-7-7.5 Not assessed at this grade level 	<ul style="list-style-type: none"> W-8-7.5 Not assessed at this grade level 	<ul style="list-style-type: none"> W-10-7.5 <u>Using precise and descriptive language that clarifies and supports intent</u> (State) 	<ul style="list-style-type: none"> W-12-7.5 Using precise and descriptive language that clarifies and supports intent <u>and enhances meaning</u> (Local)

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Grades 5-12

New Hampshire, Rhode Island, and Vermont Grade Level & Grade Span Expectations (GLEs & GSEs) for Written & Oral Communication
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Informational Writing (Reports, Procedures, or Persuasive Writing) – Using Elaboration Strategies (W-8)					
End of Grade 5 LOCAL ONLY	End of Grade 6 LOCAL ONLY	End of Grade 7 STATE ASSESSED	End of Grade 8 LOCAL ONLY	End of Grade 10 STATE ASSESSED	End of Grade 12 LOCAL ONLY
<p>W-5-8 In informational writing (reports and procedures only), students demonstrate use of a range of elaboration strategies by ...</p> <ul style="list-style-type: none"> W-5-8.1 Including facts and details relevant to focus/controlling idea, and <u>excluding extraneous information</u> (Local) 	<p>W-6-8 In informational writing, students demonstrate use of a range of elaboration strategies by ...</p> <ul style="list-style-type: none"> W-6-8.1 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local) 	<p>W-7-8 In informational writing, students demonstrate use of a range of elaboration strategies by ...</p> <ul style="list-style-type: none"> W-7-8.1 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (State) 	<p>W-8-8 In informational writing, students demonstrate use of a range of elaboration strategies by ...</p> <ul style="list-style-type: none"> W-8-8.1 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local) 	<p>W-10-8 In informational writing, students demonstrate use of a range of elaboration strategies by ...</p> <ul style="list-style-type: none"> W-10-8.1 Including facts and details relevant to focus/controlling idea or <u>thesis</u>, and excluding extraneous information (State) 	<p>W-12-8 In informational writing, students demonstrate use of a range of elaboration strategies by ...</p> <ul style="list-style-type: none"> W-12-8.1 Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (Local)
<ul style="list-style-type: none"> W-5-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local) 	<ul style="list-style-type: none"> W-6-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local) 	<ul style="list-style-type: none"> W-7-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (State) 	<ul style="list-style-type: none"> W-8-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local) 	<ul style="list-style-type: none"> W-10-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, <u>contrasting</u>, or <u>using visual images to support intended purpose</u> (State) 	<ul style="list-style-type: none"> W-12-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (Local)
<ul style="list-style-type: none"> W-5-8.3 Not assessed at this grade level 	<ul style="list-style-type: none"> W-6-8.3 <u>Addressing readers’ concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports)</u> (Local) 	<ul style="list-style-type: none"> W-7-8.3 Addressing readers’ concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports) (State) 	<ul style="list-style-type: none"> W-8-8.3 Addressing readers’ concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports) (Local) 	<ul style="list-style-type: none"> W-10-8.3 Addressing readers’ concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State) 	<ul style="list-style-type: none"> W-12-8.3 Addressing readers’ concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (Local)
<ul style="list-style-type: none"> W-5-8.4 Not assessed at this grade level 	<ul style="list-style-type: none"> W-6-8.4 Not assessed at this grade level 	<ul style="list-style-type: none"> W-7-8.4 <u>Commenting on the significance of information, when appropriate</u> (State) 	<ul style="list-style-type: none"> W-8-8.4 Commenting on the significance of the information, when appropriate (Local) 	<ul style="list-style-type: none"> W-10-8.4 Commenting on the significance of the information (<u>in reports, throughout the piece; in procedural or persuasive writing, as appropriate</u>) (State) 	<ul style="list-style-type: none"> W-12-8.4 Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (Local)

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New Hampshire, Rhode Island, and Vermont Grade Level & Grade Span Expectations (GLEs & GSEs) for Written & Oral Communication including New England Common Assessment Program (NECAP) STATE Grade Level & Grade Span Expectations (GLEs & GSEs) for Writing

Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (W-9.1 – W-9.4)					
End of Grade 5 LOCAL ONLY	End of Grade 6 LOCAL ONLY	End of Grade 7 STATE ASSESSED	End of Grade 8 LOCAL ONLY	End of Grade 10 STATE ASSESSED	End of Grade 12 LOCAL ONLY
<p>W-5-9 In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> W-5-9.1 Identifying or <u>correcting</u> grammatical errors <p>EXAMPLES: <u>subject-verb agreement</u></p>	<p>W-6-9 In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> W-6-9.1 <u>Applying rules of standard English usage to correct grammatical errors</u> <p>EXAMPLES: subject-verb agreement, <u>irregular plurals</u>, <u>sentence fragments and run-ons</u></p>	<p>W-7-9 In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> W-7-9.1 Applying rules of standard English usage to correct grammatical errors <p>EXAMPLES: <u>Clear pronoun referent</u>, subject-verb agreement, <u>consistency of verb tense</u>, <u>irregular forms of verbs and nouns</u> (State)</p>	<p>W-8-9 In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> W-8-9.1 Applying rules of standard English usage to correct grammatical errors (Local) <p>EXAMPLES: subject-verb agreement, <u>pronoun-antecedent</u>, consistency of verb tense, <u>case of pronouns</u></p>	<p>W-10-9 In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> W-10-9.1 Applying rules of standard English usage to correct grammatical errors (State) <p>EXAMPLES: subject-verb agreement, pronoun-antecedent, consistency of verb tense, case of pronouns</p>	<p>W-12-9 In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> W-12-9.1 Applying rules of standard English usage to correct grammatical errors (Local) <p>EXAMPLES: subject-verb agreement, pronoun-antecedent, consistency of verb tense, case of pronouns</p>
<ul style="list-style-type: none"> W-5-9.2 Applying basic capitalization rules 	<ul style="list-style-type: none"> W-6-9.2 Applying basic capitalization rules 	<ul style="list-style-type: none"> W-7-9.2 <u>Applying capitalization rules</u> (State) 	<ul style="list-style-type: none"> W-8-9.2 Applying capitalization rules (Local) 	<ul style="list-style-type: none"> W-10-9.2 Applying capitalization rules (Local) 	<ul style="list-style-type: none"> W-12-9.2 Applying capitalization rules (Local)
<ul style="list-style-type: none"> W-5-9.3 Subsumed in W-5-9.4 	<ul style="list-style-type: none"> W-6-9.3 Subsumed in W-6-9.4 	<ul style="list-style-type: none"> W-7-9.3 Subsumed in W-7-9.4 	<ul style="list-style-type: none"> W-8-9.3 Subsumed in W-8-9.4 	<ul style="list-style-type: none"> W-10-9.3 Subsumed in W-10-9.4 	<ul style="list-style-type: none"> W-12-9.3 Subsumed in W-12-9.4
<ul style="list-style-type: none"> W-5-9.4 <u>Using punctuation to clarify meaning</u> EXAMPLES: commas, apostrophes, quotation marks 	<ul style="list-style-type: none"> W-6-9.4 Using punctuation to clarify meaning EXAMPLES: commas, apostrophes, quotation marks 	<ul style="list-style-type: none"> W-7-9.4 <u>Applying appropriate punctuation to various sentence patterns to enhance meaning</u> (State) <p>EXAMPLES: <u>colons, semicolons</u></p>	<ul style="list-style-type: none"> W-8-9.4 Applying appropriate punctuation to various sentence patterns to enhance meaning (Local) <p>EXAMPLES: <u>hyphens, dashes, parentheses</u></p>	<ul style="list-style-type: none"> W-10-9.4 Applying appropriate punctuation to various sentence patterns to enhance meaning (State) <p>EXAMPLES: hyphens, dashes, parentheses</p>	<ul style="list-style-type: none"> W-12-9.4 Applying appropriate punctuation to various sentence patterns to enhance meaning (Local) <p>EXAMPLES: <u>brackets</u></p>

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New Hampshire, Rhode Island, and Vermont Grade Level & Grade Span Expectations (GLEs & GSEs) for Written & Oral Communication including New England Common Assessment Program (NECAP) STATE Grade Level & Grade Span Expectations (GLEs & GSEs) for Writing

Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (W-9.5)					
End of Grade 5 LOCAL ONLY	End of Grade 6 LOCAL ONLY	End of Grade 7 STATE ASSESSED	End of Grade 8 LOCAL ONLY	End of Grade 10 STATE ASSESSED	End of Grade 12 LOCAL ONLY
<ul style="list-style-type: none"> 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) <p>EXAMPLES: consonant doubling, <u>consonant patterns, units of meaning – common roots, base words, pre/suffixes</u></p>	<ul style="list-style-type: none"> W-6-9.5 Correctly spelling grade-appropriate, high-frequency words, including homonyms and homophones and applying syllables and affix spelling patterns/rules (Local) <p>EXAMPLES: consonant doubling, consonant patterns, units of meaning – common roots, base words, pre/suffixes</p>	<ul style="list-style-type: none"> W-7-9.5 Correctly spelling grade-appropriate, high-frequency words and applying conventional spelling patterns/rules (State) <p>EXAMPLES: consonant doubling, consonant patterns, units of meaning – common roots, base words, pre/suffixes</p>	<ul style="list-style-type: none"> W-8-9.5 Applying conventional <u>and word-derivative spelling patterns/rules</u> (Local) <p>EXAMPLES: identifying relationships among roots and common pre/suffixes, <u>including foreign derivation</u></p>	<ul style="list-style-type: none"> W-10-9.5 Applying conventional and word-derivative spelling patterns/rules (Local) <p>EXAMPLES: identifying relationships among roots and common pre/suffixes, including foreign derivation</p>	<ul style="list-style-type: none"> W-12-9.5 Applying conventional and word-derivative spelling patterns/rules (Local) <p>EXAMPLES: identifying relationships among roots and common pre/suffixes, including foreign derivation</p>

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including New England Common Assessment Program (NECAP) STATE Grade Level & Grade Span Expectations (GLEs & GSEs) for Writing

Oral Communicates Strategies: Interactive Listening (OC-1) for Public Review and Feedback					
End of Grade 5 LOCAL ONLY	End of Grade 6 LOCAL ONLY	End of Grade 7 LOCAL ONLY	End of Grade 8 LOCAL ONLY	End of Grade 10 LOCAL ONLY	End of Grade 12 LOCAL ONLY
<p>OC-5-1 In oral communication, students demonstrate interactive listening by...</p> <ul style="list-style-type: none"> OC—5—1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local) 	<p>OC-6-1 In oral communication, students demonstrate interactive listening by...</p> <ul style="list-style-type: none"> OC—6—1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local) 	<p>OC-7-1 In oral communication, students demonstrate interactive listening by...</p> <ul style="list-style-type: none"> OC—7—1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local) 	<p>OC-8-1 In oral communication, students demonstrate interactive listening by...</p> <ul style="list-style-type: none"> OC—8—1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local) 	<p>OC-10-1 In oral communication, students demonstrate interactive listening by ...</p> <ul style="list-style-type: none"> OC—10—1.1 Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local) 	<p>OC-12-1 In oral communication, students demonstrate interactive listening by ...</p> <ul style="list-style-type: none"> OC-12-1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)
<ul style="list-style-type: none"> OC—5—1.2 <u>Summarizing, paraphrasing, questioning, or contributing to information presented</u> (Local) 	<ul style="list-style-type: none"> OC—6—1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) 	<ul style="list-style-type: none"> OC—7—1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) 	<ul style="list-style-type: none"> OC—8—1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) 	<ul style="list-style-type: none"> OC-10-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) 	<ul style="list-style-type: none"> OC-12-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented <u>to advance understanding</u> (Local)
<ul style="list-style-type: none"> OC—5—1.3 Not assessed at this grade level 	<ul style="list-style-type: none"> OC—6—1.3 Not assessed at this grade level 	<ul style="list-style-type: none"> OC—7—1.3 Not assessed at this grade level 	<ul style="list-style-type: none"> OC—8—1.3 Not assessed at this grade level 	<ul style="list-style-type: none"> OC-10-1.3 <u>Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message</u> (Local) 	<ul style="list-style-type: none"> OC-12-1.3 Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)
<ul style="list-style-type: none"> OC—5—1.4 <u>Participating in large and small group discussions showing respect for a range of individual ideas</u> (Local) 	<ul style="list-style-type: none"> OC—6—1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local) 	<ul style="list-style-type: none"> OC—7—1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local) 	<ul style="list-style-type: none"> OC—8—1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local) 	<ul style="list-style-type: none"> OC-10-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local) 	<ul style="list-style-type: none"> OC-12-1.4 Participating in large and small group discussions showing respect for individual ideas (Local)
<ul style="list-style-type: none"> OC—5—1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local) 	<ul style="list-style-type: none"> OC—6—1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local) 	<ul style="list-style-type: none"> OC—7—1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local) 	<ul style="list-style-type: none"> OC—8—1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local) 	<ul style="list-style-type: none"> OC-10-1.5 <u>Reaching consensus to solve a problem, make a decision, or achieve a goal</u> (Local) 	<ul style="list-style-type: none"> OC-12-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)

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Oral Communicates Strategies: Making Presentations (OC-2.1 to 2.3) for Public Review and Feedback					
End of Grade 5 LOCAL ONLY	End of Grade 6 LOCAL ONLY	End of Grade 7 LOCAL ONLY	End of Grade 8 LOCAL ONLY	End of Grade 10 LOCAL ONLY	End of Grade 12 LOCAL ONLY
<p>OC—5—2 In oral communication, students make oral presentations by...</p> <ul style="list-style-type: none"> OC—5—2.1 <p>Demonstrating skills required in interpersonal, small group, and public exchanges (eg., discussions, interviews)</p>	<p>OC—6—2 In oral communication, students make oral presentations by ...</p> <ul style="list-style-type: none"> OC—6—2.1 <p>Demonstrating skills and logical organization and language use in interpersonal, small group and public exchanges (eg., discussions, interviews)</p>	<p>OC—7—2 In oral communication, students make oral presentations by...</p> <ul style="list-style-type: none"> OC—7—2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local) 	<p>OC—8—2 In oral communication, students make oral presentations by ...</p> <ul style="list-style-type: none"> OC—8—2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local) 	<p>OC—10—2 In oral communication, students make oral presentations by...</p> <ul style="list-style-type: none"> OC—10—2.1 <u>Exhibiting logical organization and language use, appropriate to audience, context, and purpose</u> (Local) 	<p>OC—12—2 In oral communication, students make oral presentations by ...</p> <ul style="list-style-type: none"> OC—12—2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)
<ul style="list-style-type: none"> OC—5--2.2 <p>Using verbal and nonverbal choices to convey consistent focus</p>	<ul style="list-style-type: none"> OC—6--2.2 <p>Using verbal and nonverbal choices to convey consistent focus</p>	<ul style="list-style-type: none"> OC—7--2.2 Maintaining a consistent focus (Local) 	<ul style="list-style-type: none"> OC—8--2.2 Maintaining a consistent focus (Local) 	<ul style="list-style-type: none"> OC—10--2.2 Maintaining a consistent focus (Local) 	<ul style="list-style-type: none"> OC—12--2.2 Maintaining a consistent focus (Local)
<ul style="list-style-type: none"> OC—5—2.3 <p>Telling stories, giving information using details and providing a coherent conclusion</p> <p>EXAMPLE: using books, pictures displays, graphics or artifacts</p>	<ul style="list-style-type: none"> OC—6—2.3 <p>Telling stories, giving information using details /elaboration and providing a coherent conclusion</p> <p>EXAMPLE: using books, pictures displays, graphics or artifacts</p>	<ul style="list-style-type: none"> OC—7—2.3 Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local) <p>EXAMPLES (of support and elaboration): Using illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts</p>	<ul style="list-style-type: none"> OC—8—2.3 Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local) <p>EXAMPLES (of support and elaboration): Using illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts</p>	<ul style="list-style-type: none"> OC—10—2.3 <u>Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion</u> (Local) <p>EXAMPLES (of support and elaboration): <u>Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts</u></p>	<ul style="list-style-type: none"> OC—12—2.3 Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local) <p>EXAMPLES (of support and elaboration): Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts</p>

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Oral Communicates Strategies: Making Presentations (OC-2.4 to 2.6) for Public Review and Feedback					
End of Grade 5 LOCAL ONLY	End of Grade 6 LOCAL ONLY	End of Grade 7 LOCAL ONLY	End of Grade 8 LOCAL ONLY	End of Grade 10 LOCAL ONLY	End of Grade 12 LOCAL ONLY
<p>OC—5—2 In oral communication, students make oral presentations by...</p> <ul style="list-style-type: none"> OC--5—2.4 Providing effective and appropriate feedback to audience and small groups 	<p>OC—6—2 In oral communication, students make oral presentations by...</p> <ul style="list-style-type: none"> OC--6—2.4 Effectively responding to audience questions and feedback 	<p>OC—7—2 In oral communication, students make oral presentations by...</p> <ul style="list-style-type: none"> OC--7—2.4 Effectively responding to audience questions and feedback (Local) 	<p>OC—8—2 In oral communication, students make oral presentations by...</p> <ul style="list-style-type: none"> OC-8—2.4 Effectively responding to audience questions and feedback (Local) 	<p>OC—10—2 In oral communication, students make oral presentations by...</p> <ul style="list-style-type: none"> OC--10—2.4 <u>Effectively responding to audience questions and feedback</u> (Local) 	<p>OC—12—2 In oral communication, students make oral presentations by...</p> <ul style="list-style-type: none"> OC--12—2.4 Effectively responding to audience questions and feedback (Local)
<ul style="list-style-type: none"> OC—5—2.5 <u>Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, , inflection, , intonation, rhythm, and gesture) to communicate ideas effectively</u> 	<ul style="list-style-type: none"> OC—6—2.5 <u>Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, , inflection, , intonation, rhythm, and gesture) to communicate ideas effectively</u> (Local) 	<ul style="list-style-type: none"> OC—7—2.5 <u>a Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, , inflection, , intonation, rhythm, and gesture) to communicate ideas effectively</u> (Local) 	<ul style="list-style-type: none"> OC—8—2.5 <u>a Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, , inflection, , intonation, rhythm, and gesture) to communicate ideas effectively</u> (Local) 	<ul style="list-style-type: none"> OC—10—2.5 <u>Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively</u> (Local) 	<ul style="list-style-type: none"> OC—12—2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively (Local)
<ul style="list-style-type: none"> OC—5--2.6 Not assessed at this grade level 	<ul style="list-style-type: none"> OC—6--2.6 Not assessed at this grade level 	<ul style="list-style-type: none"> OC—7--2.6 Not assessed at this grade level 	<ul style="list-style-type: none"> OC—8--2.6 Not assessed at this grade level 	<ul style="list-style-type: none"> OC—10--2.6 <u>Using tools of technology to enhance message</u> (Local) 	<ul style="list-style-type: none"> OC--12--2.6 Using tools of technology to enhance message (Local)

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 author 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

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.)

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.)

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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.

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.

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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 and 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Written draft(s) for an intended audience • Develop topic, elaborate, explore sentence variety and language use
Revising (Content/Ideas)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Share final draft with intended audience – orally, in print, electronically, etc.

Final Version 4 – June 14, 2006

All of the concepts and skills identified at the end of grade levels 4, 7, and 10 are “fair game” for large-scale assessment in the fall of the next grade if indicated by “state.” 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/GSE means that the *intent* is to assess each element included every time it is assessed. 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).