

K-12 Written and Oral Communication New Hampshire Curriculum Framework



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Introduction

The purpose of this framework is to serve (1) as the basis for the development of assessment instruments to be administered statewide and (2) as a guide for making local decisions about curriculum development and delivery, in accordance with RSA 193-C relative to the New Hampshire Educational Improvement and Assessment Program.

This framework establishes curriculum and expectations for English language arts. This is the accepted professional term for the subject area of reading and language arts as it is taught throughout the grades. “English” is more commonly used in high school; “language arts,” in most elementary and middle/junior high schools. The English language arts consist of the interactive processes of reading, writing, speaking, listening, and viewing.

This framework will be used at the local level, in conjunction with assessment results, as a guide for making decisions about development of curriculum, delivery of instruction and utilization of classroom, school, and district assessments. Educators, school board members, and citizens are encouraged to work cooperatively to develop local educational improvement and assessment plans that build on and complement the state effort.

How this framework is organized

The *K-12 English Language Arts Curriculum Framework* is organized into Grade-Level Expectations (GLEs) and Grade-Span Expectations (GSEs). Both the GLEs and GSEs contain statements about what all New Hampshire students are expected to know and be able to do. The GLEs are delineated by grade level across grades K-8. The GSEs are organized by grade spans of 9-10 and 11-12. Both the GLEs and GSEs are built upon the *K-12 English Language Arts Curriculum Framework* (1995).

Both the GLEs and GSEs are organized into five content strands for Reading: Vocabulary, Initial Understanding of Literary Texts, Analysis and Interpretation of Literary Texts, Initial Understanding of Informational Texts and Analysis and Interpretation of Informational Texts. There are eight strands for Written and Oral Communication: Habit of Writing, Structures of Language, Writing in Response to Literary Text, Writing in Response to Informational Text, Narratives, Informational Writing, Writing Conventions and Oral Communication Strategies.

At the beginning of each strand is a purpose statement which places the strand in the context of the K-12 English Language Arts curriculum. Furthermore, each strand contains a number of big ideas referred to as stems. The stems articulate the main curricular focus across grades K-12.

There are two types of expectations throughout the document, those identified for state assessment purposes and those identified for local curriculum and assessment. The state assessment expectations appear in bold boxes; all other expectations are guidance for local curriculum and assessment.

K-12 Broad Goals for English-Language Arts

These goal statements establish general expectations of what New Hampshire students should know and be able to do in English language arts.

- Students will read fluently with understanding and appreciation.
- Students will write effectively for a variety of purposes and audiences.
- Students will speak purposefully and articulately.
- Students will listen and view attentively and critically.
- Students will understand, appreciate, interpret, and critically analyze classical and contemporary literature as well as works of nonfiction and informational texts.
- Students will use reading, writing, speaking, listening, and viewing to:
 - gather and organize information;
 - communicate effectively; and
 - succeed in educational, occupational, civic, and social settings.

Reading

Purpose: The ability to read is essential for students to succeed as learners, both in school and throughout their lives, and to become contributing members of society. Students must be able to deal critically with a variety of complex texts including literary, informational, and practical. Good readers combine the inclination to read with the ability to use monitoring and discussion to develop understanding. They employ multiple strategies and processes to understand the written word. Throughout their formal instruction, students should read authentic materials including worthy examples of literature as well as texts that reinforce other content areas of the school's curriculum.

Writing

Purpose: Through writing students transmit information, construct meaning and communicate good ideas. Good writers employ language successfully in a wide range of settings for academic, personal, occupational, and public uses. Frequent writing practice across a variety of situations and tasks and in all content areas enables students to refine and expand both their knowledge base and their thinking skills.

English Language Uses

Purpose: Students need to learn how to use language to communicate in multiple ways and for multiple purposes. To this end, the language processes of reading, writing, speaking, listening, and viewing must become integral parts of their lives. By systematically employing these interactive processes, students are able to gather needed information and to prioritize and organize this material. The skillful use of these language processes provides students with the means of acquiring, constructing, and expressing knowledge in all school content areas and in the human experience. In order to be successful, students must become powerful users of language.

Introduction

The New England Common Assessment Program (NECAP) Writing GLEs/GSEs 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 grade levels 5 and 8 and 11. **GLEs and GSEs are meant to capture the “big ideas” of writing that can be assessed, without narrowing the curriculum locally.** They *are not intended* to represent the full 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 (“Local”) are 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 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. Writing Dimensions are not addressed, nor intended to be assessed with a single GLE.
2. All of the concepts and skills identified at a given grade level are “fair game” for large-scale assessment purposes if “(State)” appears at the end of the GLE/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.”)
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 (Writing) – SL (means Structures of Language) - 2 (grade 2) - 1 (1st stem) – 6 (the sixth specific indicator for the 1st GSE stem).]

Reading Connection		
Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)		
W:RC:8:1.1: In response to literary or informational text, students show understanding of plot /ideas/concepts by...		
Grade 8	Grade 10	Grade 12
W:RC:8:1.1: Selecting and summarizing key ideas to set context (Local)	W:RC:10:1.1: Selecting and summarizing key ideas to set context, <u>appropriate to audience</u> (State)	W:RC:12:1.1: Selecting and summarizing key ideas to set context, appropriate to audience (Local)

Stem – The BIG Idea

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

Specific indicator for assessment at this grade. followed by “(Local)” or

Differences between this grade span and prior grade are underlined.

The GLE/GSE stem identifies “the what” – meaning, “What is the big idea for instruction and assessment?”
 The indicators following each stem identify “the how” – meaning, “How will students demonstrate what they know?”

Overview of New Hampshire Grade Level and Grade Span Expectations (GLEs/GSEs) for Written & Oral Communication

Content Clusters for Written & Oral Communication	Focus of GLE/GSE	GLE/GSE Number*	K-2 Page	3-5 Page	6-8 Page	9-12 Page
Structures of Language	Applying Understanding of Sentences, Paragraphs, Text Structures	SL:1	10	23	36	52
Reading Connection	Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text	RC:1	11	24	37	53
	Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text	RC:2	12	25	38	54
Expressive Writing	Narrative Writing – Creating a Story Line and Applying Narrative Strategies	EW:1	13	26	39	55
	Narrative Writing – Applying Narrative Strategies	EW:2	14	27	40	56
	Poetry	EW:3			41	57
	Poetry	EW:4			42	58
	Reflective Essay	EW:5			43	59
Informational Writing	Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information	IW:1	15	28	44	60
	Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information	IW:2	16	29	45	61
	Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies	IW:3	17	30	46	62
Conventions	Applying Rules of Grammar, Usage, and Mechanics	C:1	18	31	47	63
Habits of Writing	Uses a Writing Process	HW:1	19	32	48	64
	Writing Extensively	HW:2	20	33	49	65
Oral Communications	Interactive Listening	OC:1	21	34	50	66
	Make Oral Presentations	OC:2	22	35	51	67
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Structures of Language Applying Understanding of Sentences, Paragraphs, Text Structures (SL)		
W:SL:1: Students demonstrate command of the structures of sentences, paragraphs, and text by...		
Grade K	Grade 1	Grade 2
W:SL:K:1.1: Expresses an idea using pictures and letters (Local)	W:SL:1:1.1: <u>Writing recognizable short sentences</u> (Local)	W:SL:2:1.1: <u>Writing short sentences</u> (Local)
W:SL:K:1.2: Not assessed at this grade level	W:SL:1:1.2: Not assessed at this grade level	W:SL:2:1.2: Not assessed at this grade level
W:SL:K:1.3: Not assessed at this grade level	W:SL:1:1.3: Not assessed at this grade level	W:SL:2:1.3: Not assessed at this grade level
W:SL:K:1.4: Not assessed at this grade level	W:SL:1:1.4: Not assessed at this grade level	W:SL:2:1.4: Not assessed at this grade level
W:SL:K:1.5: Not assessed at this grade level	W:SL:1:1.5: Distinguishing between letters, words, and sentences (Local)	W:SL:2:1.5: Distinguishing between letters, words, sentences, <u>and paragraphs</u> (Local)
W:SL:K:1.6: Not assessed at this grade level	W:SL:1:1.6: Applying directionality as appropriate to text (e.g., left to right, top to bottom) (Local)	W:SL:2:1.6: Applying directionality as appropriate to text (e.g., left to right, top to bottom, front and back)

Reading Connection		
Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)		
W:RC:1: In response to literary or informational text, students show understanding of plot /ideas/concepts by...		
Grade K	Grade 1	Grade 2
<p>W:RC:K:1.1: Representing understanding of text through pictures (pictures may include labels, which might only include beginning sounds and/or ending sounds) (Local)</p> <p>W:RC:K:1.2: Not assessed at this grade level</p> <p>W:RC:K:1.3: Not assessed at this grade level</p>	<p>W:RC:1:1.1: Representing understanding of text through pictures, “<u>words,</u>” “<u>sentences,</u>” or some <u>combination</u> (Local)</p> <p>W:RC:1:1.2: Not assessed at this grade level</p> <p>W:RC:1:1.3: Not assessed at this grade level</p>	<p>W:RC:2:1.1: <u>Selecting information to set context/background</u> (Local) EXAMPLE: When setting context include author and title</p> <p>W:RC:2:1.2: Not assessed at this grade level</p> <p>W:RC:2:1.3: Not assessed at this grade level</p>

Reading Connection		
Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2)		
W:RC:2: In response to literary or informational text read aloud, students make and support analytical judgments about text by...		
Grade K	Grade 1	Grade 2
W:RC:K:2.1: Using prior knowledge or reference to text to respond to a question using pictures (pictures may include labels, which might only include beginning sounds and/or ending sounds) (Local)	W:RC:1:2.1: Using prior knowledge or references to text to respond to a question (<u>evidence may take the form of pictures, words, sentences, or some combination</u>) (Local)	W:RC:2:2.1: <u>Stating a focus (purpose), when responding to a given question</u> (Local)
W:RC:K:2.2: Not assessed at this grade level	W:RC:1:2.2: Not assessed at this grade level	W:RC:2:2.2: Not assessed at this grade level
W:RC:K:2.3: Not assessed at this grade level	W:RC:1:2.3: Not assessed at this grade level	W:RC:2:2.3: Using details or references to text to support a given focus (Note: support may include prior knowledge) (Local)
W:RC:K:2.4: Not assessed at this grade level	W:RC:1:2.4: Organizing ideas by using a beginning and an ending given a structure (Local)	W:RC:2:2.4: Organizing ideas by using a beginning, <u>middle, and concluding statement/sentence</u> given a structure (Local) EXAMPLES: template, frame, graphic organizer

Expressive Writing		
Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:1)		
W:EW:K:1: Students organize and relate a story line/plot/series of events by...		
W:EW:1:1: In written narratives, students organize and relate a story line/plot/series of events by...		
W:EW:2:1: In written narratives, students organize and relate a story line/plot/series of events by...		
Grade K	Grade 1	Grade 2
<p>W:EW:K:1.1: Using pictures to create an understandable story line, when given a structure (pictures may include labels) (Local) EXAMPLES: Draw a picture that tells a story about your family. Given a picture, a student is asked to tell a story about what’s happening in the picture.</p> <p>W:EW:K:1.2: Not assessed at this grade level</p> <p>W:EW:K:1.3: Not assessed at this grade level</p>	<p>W:EW:1:1.1: Creating an understandable story line, when given a structure (may take form of words or pictures or some combination) (Local)</p> <p>W:EW:1:1.2: Not assessed at this grade level</p> <p>W:EW:1:1.3: Not assessed at this grade level</p>	<p>W:EW:2:1.1: Creating a <u>clear</u> understandable story line, <u>with a beginning, middle, and end</u>, when given a structure (Local)</p> <p>W:EW:2:1.2: Not assessed at this grade level</p> <p>W:EW:2:1.3: Not assessed at this grade level</p>

Expressive Writing		
Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:2)		
W:EW:2: Students demonstrate use of narrative strategies by...		
Grade K	Grade 1	Grade 2
W:EW:K:2.1: Not assessed at this grade level	W:EW:1:2.1: Not assessed at this grade level	W:EW:2:2.1: Not assessed at this grade level
W:EW:K:2.2: Not assessed at this grade level	W:EW:1:2.2: Not assessed at this grade level	W:EW:2:2.2: Not assessed at this grade level
W:EW:K:2.3: Using pictures to create character(s) (Local)	W:EW:1:2.3: <u>Creating character(s) (may take form of words or pictures or some combination)</u> (Local)	W:EW:2:2.3: Creating character(s) <u>through description</u> (Local)
W:EW:K:2.4: Not assessed at this grade level	W:EW:1:2.4: Not assessed at this grade level	W:EW:2:2.4: Not assessed at this grade level
W:EW:K:2.5: Expressing ideas and recognizing that experiences and stories can be written about (Local)	W:EW:1:2.5: <u>Writing about observations and experiences</u> (Local)	W:EW:2:2.5: Writing about observations and experiences (Local)
W:EW:K:2.6: Not assessed at this grade level	W:EW:1:2.6: Extending ideas (Local)	W:EW:2:2.6: Extending and <u>elaborating ideas</u> (Local)

Informational Writing		
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:1)		
W:IW:1: In informational writing (reports or procedures), students organize ideas/concepts by ...		
Grade K	Grade 1	Grade 2
W:IW:K:1.1: Naming or labeling objects or pictures (Local)	W:IW:1:1.1: <u>Sorting and classifying facts</u> (Local)	W:IW:2:1.1: <u>Using a given organizational structure for grouping facts</u> (e.g., <u>template, frame, graphic organizer</u>), with instructional support (Local)
W:IW:K:1.2: Representing facts through pictures (Local)	W:IW:1:1.2: Representing facts through pictures, <u>“words,” “sentences,” or some combination</u> (Local)	W:IW:2:1.2: <u>Selecting facts to set context/background</u> (Local)
W:IW:K:1.3: Not assessed at this grade level	W:IW:1:1.3: Listing steps of a procedure in a logical order, with instructional support (Local)	W:IW:2:1.3: Listing steps of a procedure in a logical order (Local)
W:IW:K:1.4: Not assessed at this grade level	W:IW:1:1.4: Not assessed at this grade level	W:IW:2:1.4: Not assessed at this grade level
W:IW:K:1.5: Not assessed at this grade level	W:IW:1:1.5: Not assessed at this grade level	W:IW:2:1.5: Providing a list of resources (e.g. materials to be used in a task) (Local)

Informational Writing Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:2)		
W:IW:2: In informational writing (reports or procedures only), students effectively convey purpose by...		
Grade K	Grade 1	Grade 2
W:IW:K:2.1: Not assessed at this grade level W:IW:K:2.2: Not assessed at this grade level	W:IW:1:2.1: Using pictures to create meaning (Local) W:IW:1:2.2: Not assessed at this grade level	W:IW:2:2.1: <u>Establishing a topic</u> (Local) W:IW:2:2.2: Restating a given focus/controlling idea on a topic (purpose) (Local)

Informational Writing Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (IW:3)		
W:IW:3: In informational writing(reports or procedures only), students demonstrate use of a range of elaboration strategies by:		
Grade K	Grade 1	Grade 2
W:IW:K:3.1: Using pictures to illustrate details/information related to topic (pictures may include labels) (Local) W:IW:K:3.2: Not assessed at this grade level	W:IW:1:3.1: <u>Including details/information relevant to topic (details/information may take the form of pictures with captions, “words”, “sentences”, or some combination)</u> (Local) W:IW:1:3.2: Not assessed at this grade level	W:IW:2:3.1: Including details/information relevant to topic <u>and/or focus</u> (Local) W:IW:2:3.2: Using sufficient details/pictures to illustrate facts (Local)

Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (C)		
W:C:1: In independent writing, students demonstrate command of appropriate English conventions by...		
Grade K	Grade 1	Grade 2
<p>W:C:K:1.1: Not assessed at this grade level</p> <p>W:C:K:1.2: Not assessed at this grade level</p> <p>W:C:K:1.3: Not assessed at this grade level</p> <p>W:C:K:1.4: Not assessed at this grade level</p> <p>W:C:K:1.5: Using phonemic awareness and letter knowledge to spell independently (using phonetic or temporary spelling) and logically representing consonant sounds (e.g., initial or final sounds) (Local)</p>	<p>W:C:1:1.1: Not assessed at this grade level</p> <p>W:C:1:1.2: Not assessed at this grade level</p> <p>W:C:1:1.3: Not assessed at this grade level</p> <p>W:C:1:1.4: Not assessed at this grade level</p> <p>W:C:1:1.5a: Using phonemic awareness and letter knowledge to spell independently (using phonetic or temporary spelling when needed) (Local)</p> <p>W:C:1:1.5b: Correctly spelling many common words (e.g., had, can, including own first name) (Local)</p>	<p>W:C:2:1.1: Not assessed at this grade level</p> <p>W:C:2:1.2: Using capital letters for the beginning of sentences and names (Local)</p> <p>W:C:2:1.3: Not assessed at this grade level</p> <p>W:C:2:1.4: Using correct <i>end</i> punctuation in simple sentences (e.g., period) (Local)</p> <p>W:C:2:1.5a: <u>Correctly spelling grade-appropriate, high-frequency words</u> (Local)</p> <p>W:C:2:1.5b: Correctly spelling <u>most words with regularly spelled patterns (e.g., consonant-vowel consonant, CVC with silent e, one syllable words with blends)</u> (Local)</p> <p>W:C:2:1.5c: <u>Giving a readable and accurate phonetic spelling for words that have not been taught</u> (Local)</p>

Habit of Writing: Uses a Writing Process (HW)		
W:HW:1: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.		
Grade K	Grade 1	Grade 2
Note: students at this level will only be pre-writing and drafting. See Appendix B for Writing Process	Note: students at this level will only be pre-writing and drafting. See Appendix B for Writing Process	See Appendix B for Writing Process

Habit of Writing: Writing Extensively (HW:2)		
W:HW:2: Demonstrates the habit of writing extensively by...		
Grade K	Grade 1	Grade 2
Not assessed at this grade level	Not assessed at this grade level	Not assessed at this grade level

Oral Communication Strategies (OC:1)		
W:OC:1: In oral communication, students demonstrate interactive listening by ...		
Grade K	Grade 1	Grade 2
<p>W:OC:K:1.1: Following simple verbal instructions and directions</p> <p>W:OC:K:1.2: Listening and responding to stories, songs, or poems</p> <p>W:OC:K:1.3: Not assessed at this grade level</p> <p>W:OC:K:1.4: Not assessed at this grade level</p> <p>W:OC:K:1.5a: Understanding that communicating is verbal and nonverbal</p> <p>W:OC:K:1.5b: Attending to speaker and waiting for appropriate turn to speak</p>	<p>W:OC:1:1.1: Following simple verbal instructions and directions to answer questions</p> <p>W:OC:1:1.2: <u>Responding to or reacting to stories, songs or poems by using simple words, phrases, and sentences</u></p> <p>W:OC:1:1.3: Not assessed at this grade level</p> <p>W:OC:1:1.4: Not assessed at this grade level</p> <p>W:OC:1:1.5a: Understanding that communicating is verbal and nonverbal</p> <p>W:OC:1:1.5b: Attending to speaker and waiting for appropriate turn to speak</p>	<p>W:OC:2:1.1: Following <u>multi-step verbal instructions</u> and directions to answer questions</p> <p>W:OC:2:1.2: Conversing, and asking questions to what has been heard (e.g., stories, songs or poems)</p> <p>W:OC:2:1.3: Not assessed at this grade level</p> <p>W:OC:2:1.4: Not assessed at this grade level</p> <p>W:OC:2:1.5a: Understanding that meaning can be conveyed by facial expressions</p> <p>W:OC:2:1.5b: Attending to speaker and waiting for appropriate turn to speak</p>

Oral Communication Strategies (OC:2)		
W:OC:2: In oral communication, students make oral presentations by...		
Grade K	Grade 1	Grade 2
<p>W:OC:K:2.1: Speaking clearly and distinctly, orally sharing information and experiences</p> <p>W:OC:K:2.2: Demonstrating an awareness of options of language (e.g., imitating speech patterns and identifying source of sounds, interpreting nonverbal messages through pictures)</p> <p>W:OC:K:2.3: Telling stories about pictures, books or experiences</p> <p>W:OC:K:2.4: Not assessed at this grade level</p> <p>W:OC:K:2.5: Not assessed at this grade level</p>	<p>W:OC:1:2.1: <u>Orally ordering ideas in a sequence</u> or tell a familiar story</p> <p>W:OC:1:2.2: Using various forms of linguistic elements and structures (e.g., saying “Please” in a command, asking about the weather as a form of polite address;, stating a question in affirmative form, etc.)</p> <p>W:OC:1:2.3: Telling/ retelling stories using details</p> <p>W:OC:1:2.4: Not assessed at this grade level</p> <p>W:OC:1:2.5: Not assessed at this grade level</p>	<p>W:OC:2:2.1: Orally ordering ideas in a sequence, carrying on a conversation, asking and answering questions</p> <p>W:OC:2:2.2: Using various linguistic elements and structures to convey meaning</p> <p>W:OC:2:2.3: Telling stories or giving information using details</p> <p>W:OC:2:2.4: Not assessed at this grade level</p> <p>W:OC:2:2.5: <u>Using eye-contact and adjustment of rate and volume</u></p>

Structures of Language Applying Understanding of Sentences, Paragraphs, Text Structures (SL)		
W:SL:1: Students demonstrate command of the structures of sentences, paragraphs, and text by...		
Grade 3	Grade 4	Grade 5
<p>W:SL:3:1.1: <u>Writing a variety of complete simple sentences</u> (Local) EXAMPLES: declarative, exclamatory, and interrogative</p> <p>W:SL:3:1.2: Recognizing indentations for new paragraphs) (Local)</p> <p>W:SL:3:1.3: Not assessed at this grade level</p> <p>W:SL:3:1.4: Not assessed at this grade level</p> <p>W:SL:3:1.5: <u>Recognizing complete sentences</u> (Local) EXAMPLES: simple and compound sentences</p> <p>W:SL:3:1.6: Applying directionality as appropriate to text (Local)</p>	<p>W:SL:4:1.1: <u>Writing a variety of complete simple and compound sentences</u> (State)</p> <p>W:SL:4:1.2: <u>Using the paragraph form: indenting, main idea, supporting details</u> (State)</p> <p>W:SL:4:1.3: Not assessed at this grade level</p> <p>W:SL:4:1.4: Not assessed at this grade level</p> <p>W:SL:4:1.5: Subsumed in W:SL:4:1.1</p> <p>W:SL:4:1.6: Applying directionality as appropriate to text (Local)</p>	<p>W:SL:5:1.1: <u>Using varied sentence length and structure to enhance meaning</u> (e.g., including phrases and clauses) (Local)</p> <p>W:SL:5:1.2: Using the paragraph form: indenting, main idea, supporting details (Local)</p> <p>W:SL:5:1.3: Recognizing organizational structures <i>within</i> paragraphs (Local) EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast EXAMPLE: When given a paragraph and a list of text structures</p> <p>W:SL:5:1.4: Not assessed at this grade level</p> <p>W:SL:5:1.5: Subsumed in W:SL:5:1.1</p> <p>W:SL:5:1.6: Applying directionality as appropriate to text (Local) EXAMPLE: double-columned text</p>

Reading Connection		
Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)		
W:RC:1: In response to literary or informational text, students show understanding of plot /ideas/concepts by...		
Grade 3	Grade 4	Grade 5
<p>W:RC:3:1.1: Selecting <u>appropriate</u> information to set context/background (Local) EXAMPLE: When setting context, include author, title, brief summary</p> <p>W:RC:3:1.2: Selecting ideas that support the development of a summary</p> <p>W:RC:3:1.3: Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts (Local)</p>	<p style="border: 2px solid black; padding: 2px;">W:RC:4:1.1a: Selecting appropriate information to set context/background (State)</p> <p>W:RC:4:1.1b: Writing an introduction that sets context/background (Local)</p> <p>W:RC:4:1.2: <u>Summarizing ideas</u> (Local)</p> <p style="border: 2px solid black; padding: 2px;">W:RC:4:1.3: Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts (State)</p>	<p>W:RC:5:1.1: Selecting appropriate information to set context/background (Local) EXAMPLE: When setting context, include introduction of a character to make sure the reader understands who the character is</p> <p>W:RC:5:1.2: Summarizing <u>key</u> ideas (Local)</p> <p>W:RC:5:1.3: Connecting what has been read (plot/ideas/concepts) to prior knowledge <u>or other texts, by referring to relevant ideas</u> (Local)</p>

Reading Connection		
Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2)		
W:RC:2: In response to literary or informational text read aloud, students make and support analytical judgments about text by...		
Grade 3	Grade 4	Grade 5
<p>W:RC:3:2.1: Stating a focus (purpose), when responding to a given question (Local)</p> <p>W:RC:3:2.2: Making inferences about content, events, characters, or setting (Local)</p> <p>W:RC:3:2.3: Using details or references to text to support focus (Note: support may include prior knowledge) (Local)</p> <p>W:RC:3:2.4: Organizing ideas, <u>using basic transition words</u> (e.g., first, next, then, finally) and having a concluding statement (Local)</p>	<p style="border: 2px solid black; padding: 2px;">W:RC:4:2.1: Stating <u>and maintaining</u> a focus (purpose) when responding to a given question (State)</p> <p style="border: 2px solid black; padding: 2px;">W:RC:4:2.2: Making inferences about content, events, characters, setting, or <u>common themes</u> (State) EXAMPLE (of theme): honesty isn't always easy</p> <p style="border: 2px solid black; padding: 2px;">W:RC:4:2.3: Using <u>specific details and</u> references to text to support focus (State)</p> <p style="border: 2px solid black; padding: 2px;">W:RC:4:2.4: Organizing ideas, using transition words/phrases and <u>writing a conclusion</u> (State)</p>	<p>W:RC:5:2.1: Stating and maintaining a focus (purpose) when responding to a given a question (Local)</p> <p>W:RC:5:2.2: Making inferences about the content, events, characters, setting, or common themes (Local)</p> <p>W:RC:5:2.3: Using specific details and references to text or <u>citations</u> to support focus (Local)</p> <p>W:RC:5:2.4: Organizing ideas, using transition words/phrases and <u>writing a conclusion that provides closure</u> (Local)</p>

Expressive Writing		
Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:1)		
W:EW:1: In written narratives, students organize and relate a story line/plot/series of events by...		
Grade 3	Grade 4	Grade 5
<p>W:EW:3:1.1: Creating a clear, understandable story line with a beginning, middle, and end (Local)</p> <p>W:EW:3:1.2: Not assessed at this grade level</p> <p>W:EW:3:1.3: Using basic transition words, when appropriate</p>	<p style="border: 2px solid black; padding: 2px;">W:EW:4:1.1: Creating a clear, understandable story line with a beginning, middle, and end (State)</p> <p style="border: 2px solid black; padding: 2px;">W:EW:4:1.2: Establishing a problem and solution (State)</p> <p>W:EW:4:1.3: <u>Establishing transitions by using signal words/phrases</u> (Local)</p>	<p>W:EW:5:1.1: Creating a clear and <u>coherent (logically consistent)</u> story line (Local)</p> <p>W:EW:5:1.2: <u>Establishing context (setting or background information), problem/conflict/challenge, and resolution</u> (Local)</p> <p>W:EW:5:1.3: <u>Using transition words/phrases to establish clear chronology and to enhance meaning</u> (Local)</p>

Expressive Writing		
Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:2)		
W:EW:2: Students demonstrate use of narrative strategies by...		
Grade 3	Grade 4	Grade 5
W:EW:3:2.1: Using details (Local)	W:EW:4:2.1: Using <u>relevant and descriptive</u> details (State)	W:EW:5:2.1: Using relevant and descriptive details <u>and sensory language</u> to advance the plot/story line (Local)
W:EW:3:2.2: Not assessed at this grade level	W:EW:4:2.2: Not assessed at this grade level	W:EW:5:2.2: Using dialogue to advance plot/story line (Local)
W:EW:3:2.3: Creating character(s) through description of <u>physical attributes</u> (Local)	W:EW:4:2.3a: Identifying characters (State)	W:EW:5:2.3: <u>Developing characters through description</u> (Local)
W:EW:3:2.4: Not assessed at this grade level	W:EW:4:2.3b: Creating character(s) through description of physical attributes <u>and behaviors</u> (Local)	W:EW:5:2.4: Not assessed at this grade level
W:EW:3:2.5: Writing about observations and experiences (Local)	W:EW:4:2.4: Not assessed at this grade level	W:EW:5:2.5: <u>Establishing a focus when</u> writing about observations and experiences (Local)
W:EW:3:2.6: Extending and elaborating ideas <u>with purpose</u> (Local)	W:EW:4:2.5: Writing about observations and experiences (Local)	W:EW:5:2.6: Selecting and elaborating important ideas; and <u>excluding extraneous details</u> (Local)
	W:EW:4:2.6: <u>Selecting</u> and elaborating <u>important ideas</u> (Local)	

Informational Writing Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:1)		
W:IW:1: In informational writing (reports or procedures), students organize ideas/concepts by ...		
Grade 3	Grade 4	Grade 5
<p>W:IW:3:1.1: Using a given organizational structure for grouping facts and <u>ideas</u> (e.g., template, frame, graphic organizer) (Local)</p> <p>W:IW:3:1.2: Selecting <u>appropriate</u> facts to set context/background (Local)</p> <p>W:IW:3:1.3a: <u>Using basic transition words, when appropriate</u> (Local)</p> <p>W:IW:3:1.3b: <u>Using numbering or words to arrange the steps in a logical manner</u> (Local)</p> <p>W:IW:3:1.4: Providing a concluding statement (Local)</p> <p>W:IW:3:1.5: Providing a list of resources (e.g. materials to be used in a task) (Local)</p>	<p style="border: 2px solid black; padding: 2px;">W:IW:4:1.1: <u>Grouping ideas logically (e.g., predictable categories, steps of a procedure, reasons/arguments)</u> (State)</p> <p style="border: 2px solid black; padding: 2px;">W:IW:4:1.2a: <u>Writing an introduction that sets the context (including materials list in procedures)</u> (State)</p> <p>W:IW:4:1.2b: Selecting appropriate <u>information</u> to set context/background (Local)</p> <p style="border: 2px solid black; padding: 2px;">W:IW:4:1.3a: <u>Using transition words or phrases</u> (State)</p> <p>W:IW:4:1.3b: Using numbering or words to arrange the steps in a logical manner (Local)</p> <p style="border: 2px solid black; padding: 2px;">W:IW:4:1.4: <u>Writing a conclusion</u> (State)</p> <p>W:IW:4:1.5: Providing a list of resources (<u>e.g. materials used in a tasks; sources used for reference</u>) (Local)</p>	<p>W:IW:5:1.1: <u>Using an organizational text structure appropriate to focus/controlling idea</u> (Local) EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast</p> <p>W:IW:5:1.2: Selecting appropriate information to set the context</p> <p>W:IW:5:1.3: Using transition words or phrases <u>appropriate to organizing text structure</u> (Local) EXAMPLES: for procedures – using numbering, ordering; for compare/contrast - using “on the other hand”</p> <p>W:IW:5:1.4: Writing a conclusion that <u>provides closure</u> (Local)</p> <p>W:IW:5:1.5: Providing a list of resources (e.g. materials used in a tasks; sources used for reference) (Local)</p>

Informational Writing Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:2)		
W:IW:2: In informational writing (reports or procedures only), students effectively convey purpose by...		
Grade 3	Grade 4	Grade 5
W:IW:3:2.1: Establishing a topic (Local)	W:IW:4:2.1: Establishing a topic (State)	W:IW:5:2.1: Establishing a topic (Local)
W:IW:3:2.2: <u>Stating</u> a focus/controlling idea on a topic (Local) EXAMPLES: “Dogs” = topic; “Dogs make good pets” = focus	W:IW:4:2.2: Stating and <u>maintaining</u> a focus/controlling idea on a topic (State)	W:IW:5:2.2: Stating and maintaining a focus/controlling idea on a topic (Local)

Informational Writing		
Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (IW:3)		
W:IW:3: In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by:		
Grade 3	Grade 4	Grade 5
<p>W:IW:3:3.1: Including details/information relevant to topic and/or focus (Local)</p> <p>W:IW:3:3.2: <u>Including</u> sufficient details for appropriate depth of information: <u>naming, describing, explaining, comparing, using visual images</u> (Local)</p>	<p>W:IW:4:3.1: Including <u>facts</u> and details relevant to focus/<u>controlling idea</u> (State)</p> <p>W:IW:4:3.2: Including sufficient details <u>or facts</u> for appropriate depth of information: <u>naming, describing, explaining, comparing, using visual images</u> (State)</p>	<p>W:IW:5:3.1: Including facts and details relevant to focus/controlling idea, and <u>excluding extraneous information</u> (Local)</p> <p>W:IW:5:3.2: Including sufficient details or facts for appropriate depth of information: <u>naming, describing, explaining, comparing, using visual images</u> (Local)</p>

Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (C)		
W:C:1: In independent writing, students demonstrate command of appropriate English conventions by...		
Grade 3	Grade 4	Grade 5
<p>W:C:3:1.1: Not assessed at this grade level</p> <p>W:C:3:1.2: Using capital letters for the beginning of sentences and names (Local)</p> <p>W:C:3:1.3: Not assessed at this grade level</p> <p>W:C:3:1.4: Using <i>end</i> punctuation correctly in simple sentences (i.e., period, <u>question mark</u>, <u>exclamation point</u>) (Local)</p> <p>W:C:3:1.5: Correctly spelling grade-appropriate, high-frequency words <u>and using within-word patterns to correct spelling</u> EXAMPLES: single syllable words, regular long and short vowels</p>	<p>W:C:4:1.1: <u>Identifying grammatical errors, when given examples</u> (State) EXAMPLES: he don't; Him and me went</p> <p>W:C:4:1.2: <u>Applying basic capitalization rules</u> (State) EXAMPLES: names, beginning sentences, proper nouns, titles</p> <p>W:C:4:1.3: Using commas correctly in dates and in a series (Note: either form is correct – <i>x, y, and z</i> or <i>x, y and z</i>) (State)</p> <p>W:C:4:1.4: Using <i>end</i> punctuation correctly <u>in a variety of sentence structures</u> (State)</p> <p>W:C:4:1.5: Correctly spelling grade-appropriate, high-frequency words and <u>recognizing syllables and affix patterns/rules that are characteristic of the English spelling system</u> (State) EXAMPLES: consonant doubling, change y to i, drop silent e, spelling rules for affixes</p>	<p>W:C:5:1.1: Identifying or <u>correcting</u> grammatical errors (Local) EXAMPLES: subject-verb agreement</p> <p>W:C:5:1.2: Applying basic capitalization rules</p> <p>W:C:5:1.3: Subsumed in W:C:5:1.4</p> <p>W:C:5:1.4: <u>Using punctuation to clarify meaning</u> (Local) EXAMPLES: commas, apostrophes, quotation marks</p> <p>W:C:5:1.5: Correctly spelling grade-appropriate, high-frequency words, <u>including homonyms and homophones and applying syllables and affix spelling patterns/rules</u> EXAMPLES: consonant doubling, consonant patterns, units of meaning – common roots, base words, pre/suffixes</p>

Habit of Writing: Uses a Writing Process (HW)		
W:HW:1: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.		
Grade 3	Grade 4	Grade 5
See Appendix B for Writing Process	See Appendix B for Writing Process	See Appendix B for Writing Process

Habit of Writing: Writing Extensively (HW:2)		
W:HW:2: Demonstrates the habit of writing extensively by...		
Grade 3	Grade 4	Grade 5
<p>W:HW:3:2.1: Writing with frequency, including in-school, out-of-school, and during the summer (Local)</p> <p>W:HW:3:2.2: Sharing thoughts, observations, or impressions (Local)</p> <p>W:HW:3:2.3: Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook</p> <p>W:HW:3:2.4: Not assessed at this grade level</p>	<p>W:HW:4:2.1: Writing with frequency, including in-school, out-of-school, and during the summer (Local)</p> <p>W:HW:4:2.2: Sharing thoughts, observations, or impressions (Local)</p> <p>W:HW:4:2.3: Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, and letters and personal notes</p> <p>W:HW:4:2.4: Writing in a variety of genres (Local)</p>	<p>W:HW:5:2.1: Writing with frequency, including in-school, out-of-school, and during the summer (Local)</p> <p>W:HW:5:2.2: Sharing thoughts, observations, or impressions (Local)</p> <p>W:HW:5:2.3: Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals</p> <p>W:HW:5:2.4: Writing in a variety of genres (Local)</p>

Oral Communication Strategies (OC:1)		
W:OC:1: In oral communication, students demonstrate interactive listening by ...		
Grade 3	Grade 4	Grade 5
<p>W:OC:3:1.1: Following multi-step verbal instructions and directions to answer questions, or to solve problems</p> <p>W:OC:3:1.2: Understanding content to summarize and question about what has been presented (e.g., stories, songs, or poems)</p> <p>W:OC:3:1.3: Not assessed at this grade level</p> <p>W:OC:3:1.4: Participating in large group discussions to show understanding of how other group members think</p> <p>W:OC:3:1.5a: Understanding how alternative nonverbal actions reinforce a verbal message (e.g., use of gestures)</p> <p>W:OC:3:1.5b: Attending to speaker and waiting for appropriate turn to speak</p>	<p>W:OC:4:1.1: Following verbal instructions to perform tasks, to answer questions, or to solve problems</p> <p>W:OC:4:1.2: Identifying cue words to categorize and understand content to summarize, question or contribute to information presented</p> <p>W:OC:4:1.3: Not assessed at this grade level</p> <p>W:OC:4:1.4: Participating in large and small group discussions to show understanding how other group members think.</p> <p>W:OC:4:1.5a: Identifying choices, alternatives and consequences for problem solving</p> <p>W:OC:4:1.5b: Attending to speaker and waiting for appropriate turn to speak</p>	<p>W:OC:5:1.1: Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)</p> <p>W:OC:5:1.2: <u>Summarizing, paraphrasing, questioning, or contributing to information presented</u> (Local)</p> <p>W:OC:5:1.3: Not assessed at this grade level</p> <p>W:OC:5:1.4: <u>Participating in large and small group discussions showing respect for a range of individual ideas</u> (Local)</p> <p>W:OC:5:1.5: <u>Reaching consensus to solve a problem, make a decision, or achieve a goal</u> (Local)</p>

Oral Communication Strategies (OC:2)		
W:OC:2: In oral communication, students make oral presentations by...		
Grade 3	Grade 4	Grade 5
<p>W:OC:3:2.1: Identifying standards for good speaking in different kinds of small groups and cultural settings</p> <p>W:OC:3:2.2: Using various linguistic elements and structures to convey meaning</p> <p>W:OC:3:2.3: Telling stories, giving information using details and providing a conclusion</p> <p>W:OC:3:2.4: Not assessed at this grade level</p> <p>W:OC:3:2.5: Using eye contact and adjusting rate, pace and volume</p>	<p>W:OC:4:2.1: Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)</p> <p>W:OC:4:2.2: Identifying how different verbal and nonverbal choices alter the meanings conveyed to others</p> <p>W:OC:4:2.3: Telling stories, giving information using details, providing conclusions that include inflectional tone to convey meaning EXAMPLE: using books, pictures, graphics, or artifacts</p> <p>W:OC:4:2.4: Providing effective and appropriate feedback</p> <p>W:OC:4:2.5: Using variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures)</p>	<p>W:OC:5:2.1: Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)</p> <p>W:OC:5:2.2: Using verbal and nonverbal choices to convey consistent focus</p> <p>W:OC:5:2.3: Telling stories, giving information using details and providing a coherent conclusion EXAMPLE: using books, pictures, displays, graphics, or artifacts</p> <p>W:OC:5:2.4: Providing effective and appropriate feedback to audience and small groups</p> <p>W:OC:5:2.5: Using variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures)</p>

Structures of Language Applying Understanding of Sentences, Paragraphs, Text Structures (SL)		
W:SL:1: Students demonstrate command of the structures of sentences, paragraphs, and text by...		
Grade 6	Grade 7	Grade 8
<p>W:SL:6:1.1: Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (Local)</p> <p>W:SL:6:1.2: Using the paragraph form: indenting, main idea, supporting details (Local)</p> <p>W:SL:6:1.3: Recognizing organizational structures <i>within</i> paragraphs (Local) EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast</p> <p>W:SL:6:1.4: Applying a format and text structure appropriate to the purpose of the writing (Local) EXAMPLE: Given a paragraph, students write the next paragraph, using appropriate and consistent text structure</p> <p>W:SL:6:1.5: Subsumed in W:SL:6:1.1</p> <p>W:SL:6:1.6: Applying directionality as appropriate to text (Local)</p>	<p style="border: 2px solid black; padding: 2px;">W:SL:7:1.1: Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (State)</p> <p style="border: 2px solid black; padding: 2px;">W:SL:7:1.2: Using the paragraph form: indenting, main idea, supporting details (State)</p> <p style="border: 2px solid black; padding: 2px;">W:SL:7:1.3: Recognizing organizational structures within paragraphs <u>or within texts</u> (State) EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution EXAMPLE: When given a paragraph or text and a description of text structures, students identify structure used or their purposes</p> <p style="border: 2px solid black; padding: 2px;">W:SL:7:1.4: Applying a format and text structure appropriate to the purpose of the writing (State)</p> <p>W:SL:7:1.5: Subsumed in W:SL:7:1.1</p> <p>W:SL:7:1.6: Applying directionality as appropriate to text (Local)</p>	<p>W:SL:8:1.1: Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (Local)</p> <p>W:SL:8:1.2: Using the paragraph form: indenting, main idea, supporting details (Local)</p> <p>W:SL:8:1.3: Recognizing organizational structures within paragraphs or within texts (Local) EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution, <u>cause/effect</u>, <u>investigation</u></p> <p>W:SL:8:1.4: Applying a format and text structure appropriate to the purpose of the writing (Local)</p> <p>W:SL:8:1.5: Subsumed in W:SL:8:1.1</p> <p>W:SL:8:1.6: Applying directionality as appropriate to text (Local)</p>

Reading Connection		
Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)		
W:RC:1: In response to literary or informational text, students show understanding of plot /ideas/concepts by...		
Grade 6	Grade 7	Grade 8
<p>W:RC:6.1.1: Selecting appropriate information to set context/background (Local)</p> <p>W:RC:6.1.2: Summarizing key ideas (Local)</p> <p>W:RC:6.1.3: Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts, by referring to relevant ideas (Local)</p> <p>W:RC:6.1.4: Not assessed at this grade level</p>	<p style="border: 2px solid black; padding: 2px;">W:RC:7.1.1: <u>Selecting and summarizing key ideas to set context</u> (State)</p> <p>W:RC:7.1.2: Subsumed in W:RC:7.1.1</p> <p style="border: 2px solid black; padding: 2px;">W:RC:7.1.3: Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, <u>or the broader world of ideas</u>, by referring to <u>and explaining</u> relevant ideas (State)</p> <p>W:RC:8.1.4: Not assessed at this grade level</p>	<p>W:RC:8.1.1: Selecting and summarizing key ideas to set context (Local)</p> <p>W:RC:8.1.2: Subsumed in W:RC:8.1.1</p> <p>W:RC:8.1.3: 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)</p> <p>W:RC:8.1.4: Not assessed at this grade level</p>

Reading Connection		
Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2)		
W:RC:2: In response to literary or informational text read aloud, students make and support analytical judgments about text by...		
Grade 6	Grade 7	Grade 8
<p>W:RC:6:2.1: 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:RC:6:2.2: Making inferences about content, events, characters, setting, or common themes <u>and the relationship(s) among them</u> (Local) EXAMPLE: Identifying theme and then making links between content/events and theme</p> <p>W:RC:6:2.3: Using specific details and references to text <u>or relevant citations to support focus or judgment</u> (Local)</p> <p>W:RC:6:2.4: Organizing ideas, using transition words/phrases and writing a conclusion that provides closure (Local)</p>	<p style="border: 2px solid black; padding: 5px;">W:RC:7:2.1: Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question (State)</p> <p style="border: 2px solid black; padding: 5px;">W:RC:7:2.2: Making inferences about the relationship(s) <u>among</u> content, events, characters, setting, <u>theme, or author’s craft</u> (State) EXAMPLES: <u>Making links between characterization and author’s choice of words; making links to characteristics of literary forms or genres</u></p> <p style="border: 2px solid black; padding: 5px;">W:RC:7:2.3: Using specific details and references to text or relevant citations to support focus or judgment (State)</p> <p style="border: 2px solid black; padding: 5px;">W:RC:6:2.4: Organizing ideas, using transitional words/phrases and writing a conclusion that provides closure (State)</p>	<p>W:RC:8:2.1: Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question (Local)</p> <p>W:RC:8:2.2: Making inferences about the relationship(s) among content, events, characters, setting, theme, or author’s craft (Local) EXAMPLES: <u>Making links</u> to author’s choice of words, <u>style, bias, literary techniques, or point of view</u>; making links to characteristics of literary forms or genres</p> <p>W:RC:8:2.3: Using specific details and references to text or relevant citations to support focus or judgment (Local)</p> <p>W:RC:8:2.4: 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)</p>

Expressive Writing		
Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:1)		
W:EW:1: In written narratives, students organize and relate a story line/plot/series of events by...		
Grade 6	Grade 7	Grade 8
<p>W:EW:6:1.1: Creating a clear and coherent (logically consistent) story line</p> <p>W:EW:6:1.2: Establishing context, problem/conflict/ challenge, and resolution, and <u>maintaining point of view, (1st person, 3rd person, or omniscient)</u></p> <p>W:EW:6:1.3: Using transition words/phrases to establish clear chronology and to enhance meaning</p> <p>W:EW:6:1.4: Not assessed at this grade level</p> <p>W:EW:6:1.5: Not assessed at this grade level</p> <p>W:EW:6:1.6: Not assessed at this grade level</p>	<p style="border: 2px solid black; padding: 2px;">W:EW:7:1.1: Creating a clear and coherent (logically consistent) story line (State)</p> <p style="border: 2px solid black; padding: 2px;">W:EW:7:1.2: Establishing context, <u>character motivation</u>, problem/conflict/challenge, and resolution and maintaining point of view (State)</p> <p style="border: 2px solid black; padding: 2px;">W:EW:7:1.3: <u>Using a variety of effective transitional devices (e.g., ellipses, time transitions, white space, or words/phrases)</u> to enhance meaning (State)</p> <p>W:EW:7:1.4: Not assessed at this grade level</p> <p>W:EW:7:1.5: Establishing and maintaining a theme (Local)</p> <p>W:EW:7:1.6: Providing a sense of closure (Local)</p>	<p>W:EW:8:1.1: Creating a clear and coherent (logically consistent) story line (Local)</p> <p>W:EW:8:1.2: Establishing context, character motivation, problem/conflict/challenge, and resolution, and maintaining point of view (Local)</p> <p>W:EW:8:1.3: Using a variety of effective transitional devices (e.g., ellipses, time transitions, white space, or words/phrases) to enhance meaning (Local)</p> <p>W:EW:8:1.4: Not assessed at this grade level</p> <p>W:EW:8:1.5: Establishing and maintaining a theme (Local)</p> <p>W:EW:8:1.6: Providing a sense of closure (Local)</p>

Expressive Writing Narrative – Applying Narrative Strategies (EW:2)		
W:EW:2: Students demonstrate use of narrative strategies by...		
Grade 6	Grade 7	Grade 8
W:EW:6:2.1: Using relevant and descriptive details <u>and sensory language</u> to advance the plot/story line (Local) EXAMPLE: I could hear bells ringing. It sent shivers down my spine.	W:EW:7:2.1: Using relevant and descriptive details and sensory language to advance the plot/story line (State)	W:EW:8:2.1: <u>Creating images</u> , using details and sensory language to advance the plot/story line (Local)
W:EW:6:2.2: Using dialogue to advance plot/story line (Local)	W:EW:7:2.2: Using dialogue to advance plot/story line (State)	W:EW:8:2.2: Using dialogue to advance plot/story line (Local)
W:EW:6:2.3: Developing characters through description, <u>dialogue, and actions</u> (Local)	W:EW:7:2.3: Developing characters through description, dialogue, and actions (State)	W:EW:8:2.3: Developing characters through description, dialogue, actions, <u>and relationships with other characters, when appropriate</u> (Local)
W:EW:6:2.4: <u>Using voice appropriate to purpose</u> (Local)	W:EW:7:2.4: Using voice appropriate to purpose (State)	W:EW:8:2.4: Using voice appropriate to purpose (Local)
W:EW:6:2.5: <u>Maintaining focus</u> (Local)	W:EW:7:2.5: Maintaining focus (State)	W:EW:8:2.5: Maintaining focus (Local)
W:EW:6:2.6: Selecting and elaborating important ideas; and excluding extraneous details (Local)	W:EW:7:2.6: Selecting and elaborating important ideas; and excluding extraneous details (Local)	W:EW:8:2.6: Selecting and elaborating important ideas; and excluding extraneous details (Local)
W:EW:6:2.7: Not assessed at this level	W:EW:7:2.7: Not assessed at this level	W:EW:8:2.7: Controlling the pace of the story (Local) EXAMPLE: Developing the narrative with greatest emphasis on the most important parts

Expressive Writing Poetry (EW:3)		
W:EW:3: In writing poetry, students demonstrate awareness of purpose by...		
Grade 6	Grade 7	Grade 8
<p>W:EW:6:3.1: Not assessed at this grade level</p> <p>W:EW:6:3.2: Not assessed at this grade level</p> <p>W:EW:6:3.3: Not assessed at this grade level</p>	<p>W:EW:7:3.1: Not assessed at this grade level</p> <p>W:EW:7:3.2: Writing poems that express the speaker’s moods, thoughts, or feelings (Local)</p> <p>W:EW:7:3.3: Choosing conventional or alternative text structures to achieve impact (Local) EXAMPLES (text structures): free verse, haiku, concrete poems</p>	<p>W:EW:8:3.1: Writing poems in a variety of voices for a variety of audiences (purpose) (Local)</p> <p>W:EW:8:3.2: Writing poems that express speaker’s moods, thoughts, or feelings (Local)</p> <p>W:EW:8:3.3: Choosing conventional or alternative text structures to achieve impact (Local) EXAMPLES (Text structures): free verse, haiku, concrete poems</p>

Expressive Writing Poetry (EW:4)		
W:EW:4: In writing poetry, use language effectively by...		
Grade 6	Grade 7	Grade 8
W:EW:6:4.1: Not assessed at this grade level W:EW:6:4.2: Not assessed at this grade level W:EW:6:4.3: Not assessed at this grade level W:EW:6:4.4: Not assessed at this grade level	W:EW:7:4.1: Not assessed at this grade level W:EW:7:4.2: Not assessed at this grade level W:EW:7:4.3: Not assessed at this grade level W:EW:7:4.4: Not assessed at this grade level	W:EW:8:4.1: Selecting vocabulary according to purpose and for effect on audience (Local) W:EW:8:4.2: Using rhyme, figurative language (Local) EXAMPLES (of figurative language): simile, personification, alliteration, onomatopoeia (Local) W:EW:8:4.3: Not assessed at this grade level W:EW:8:4.4: Using a variety of poetic forms (Local)

Expressive Writing Reflective Essay (EW:5)		
W:EW:5: In reflective writing, students explore and share thoughts, observations, and impressions by...		
Grade 6	Grade 7	Grade 8
W:EW:6:5.1: Not assessed at this grade level	W:EW:7:5.1: Not assessed at this grade level	W:EW:8:5.1: Engaging the reader by establishing context (purpose) (Local)
W:EW:6:5.2: Not assessed at this grade level	W:EW:7:5.2: Not assessed at this grade level	W:EW:8:5.2: 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)
W:EW:6:5.3: Not assessed at this grade level	W:EW:7:5.3: Not assessed at this grade level	W:EW:8:5.3: Not assessed at this grade level
W:EW:6:5.4: Not assessed at this grade level	W:EW:7:5.4: Not assessed at this grade level	W:EW:8:5.4: Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus (Local)
W:EW:6:5.5: Not assessed at this grade level	W:EW:7:5.5: Not assessed at this grade level	W:EW:8:5.5: Providing closure - leaving the reader with something to think about (Local)
W:EW:6:5.6: Not assessed at this grade level	W:EW:7:5.6: Not assessed at this grade level	W:EW:8:5.6: Not assessed at this grade level

Informational Writing		
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:1)		
W:IW:1: In informational writing (reports or procedures), students organize ideas/concepts by ...		
Grade 6	Grade 7	Grade 8
<p>W:IW:6:1.1: Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast</p> <p>W:IW:6:1.2: Selecting appropriate information to set context, <u>which may include a lead/hook</u> (Local) EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation</p>	<p>W:IW:7:1.1: Using an organizational text structure appropriate to focus/controlling idea (State) EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, <u>problem/solution</u></p> <p>W:IW:7:1.2: Selecting appropriate information to set context, which may include a lead/hook (State)</p>	<p>W:IW:8:1.1: Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): sequence, chronology, proposition/support, compare/contrast, problem/solution, <u>cause/effect, investigation</u></p> <p>W:IW:8:1.2: Selecting appropriate information to set context, which may include a lead/hook (Local)</p>

Informational Writing		
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:2)		
W:IW:2: In informational writing (reports or procedures only), students effectively convey purpose by...		
Grade 6	Grade 7	Grade 8
W:IW:6:2.1: Establishing a topic (Local)	W:IW:7:2.1: Establishing a topic (State)	W:IW:8:2.1: Establishing a topic (Local)
W:IW:6:2.2: Stating and maintaining a focus/controlling idea on a topic (Local)	W:IW:7:2.2: Stating and maintaining a focus/controlling idea (State)	W:IW:8:2.2: Stating and maintaining a focus/controlling idea/ <u>thesis</u> (Local)
W:IW:6:2.3: Not assessed at this grade level	W:IW:7:2.3: <u>Writing with a sense of audience, when appropriate</u> (State)	W:IW:8:2.3: Writing with a sense of audience, when appropriate (Local)
W:IW:6:2.4: Not assessed at this grade level	W:IW:7:2.4: Not assessed at this grade level	W:IW:8:2.4: <u>Establishing an authoritative voice</u> (Local)
W:IW:6:2.5: Not assessed at this grade level	W:IW:7:2.5: Not assessed at this grade level	W:IW:8:2.5: Not assessed at this grade level

Informational Writing		
Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (IW:3)		
W:IW:3: In informational writing(reports or procedures only), students demonstrate use of a range of elaboration strategies by:		
Grade 6	Grade 7	Grade 8
<p>W:IW:6:3.1: Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)</p> <p>W:IW:6:3.2: Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, using visual images (Local)</p> <p>W:IW:6:3.3: <u>Addressing readers’ concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports)</u> (Local)</p> <p>W:IW:6:3.4: Not assessed at this grade level</p>	<p style="border: 2px solid black; padding: 5px;">W:IW:7:3.1: Including facts and details relevant to focus/controlling idea, and excluding extraneous information (State)</p> <p style="border: 2px solid black; padding: 5px;">W:IW:7:3.2: Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, using visual images (State)</p> <p style="border: 2px solid black; padding: 5px;">W:IW:7:3.3: Addressing readers’ concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports) (State)</p> <p style="border: 2px solid black; padding: 5px;">W:IW:7:3.4: <u>Commenting on the significance of information, when appropriate</u> (State)</p>	<p>W:IW:8:3.1: Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)</p> <p>W:IW:8:3.2: Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, using visual images (Local)</p> <p>W:IW:8:3.3: Addressing readers’ concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports) (Local)</p> <p>W:IW:8:3.4: Commenting on the significance of the information, when appropriate (Local)</p>

Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (C)		
W:C:1: In independent writing, students demonstrate command of appropriate English conventions by...		
Grade 6	Grade 7	Grade 8
<p>W:C:6:1.1: <u>Applying rules of standard English usage to correct grammatical errors</u> EXAMPLES: subject-verb agreement, <u>irregular plurals</u>, <u>sentence fragments and run-ons</u></p> <p>W:C:6:1.2: Applying basic capitalization rules</p> <p>W:C:6:1.3: Subsumed in W:C:6:1.4</p> <p>W:C:6:1.4: Using punctuation to clarify meaning EXAMPLES: commas, apostrophes, quotation marks</p> <p>W:C:6:2.5: Correctly spelling grade-appropriate, high-frequency words, including homonyms and homophones and applying syllables and affix spelling patterns/rules (Local) EXAMPLES: consonant doubling, consonant patterns, units of meaning – common roots, base words, pre/suffixes</p>	<p>W:C:7:1.1: Applying rules of standard English usage to correct grammatical errors 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:C:7:1.2: <u>Applying capitalization rules</u> (State)</p> <p>W:C:7:1.3: Subsumed in W:C:7:1.4</p> <p>W:C:7:1.4: Applying appropriate punctuation to various sentence patterns to enhance meaning (State) EXAMPLES: colons, semicolons</p> <p>W:C:7:2.5: Correctly spelling grade-appropriate, high-frequency words and applying conventional spelling patterns/rules (State) EXAMPLES: consonant doubling, consonant patterns, units of meaning – common roots, base words, pre/suffixes</p>	<p>W:C:8:1.1: Applying rules of standard English usage to correct grammatical errors (Local) EXAMPLES: subject-verb agreement, <u>pronoun-antecedent</u>, consistency of verb tense, <u>case of pronouns</u></p> <p>W:C:8:1.2: Applying capitalization rules (Local)</p> <p>W:C:8:1.3: Subsumed in W:C:8:1.4</p> <p>W:C:8:1.4: Applying appropriate punctuation to various sentence patterns to enhance meaning (Local) EXAMPLES: <u>hyphens</u>, <u>dashes</u>, <u>parentheses</u></p> <p>W:C:8:2.5: Applying conventional <u>and word-derivative spelling patterns/rules</u> (Local) EXAMPLES: identifying relationships among roots and common pre/suffixes, <u>including foreign derivation</u></p>

Habit of Writing: Uses a Writing Process (HW)		
W:HW:1: Students use a recursive process, including pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.		
Grade 6	Grade 7	Grade 8
See Appendix B for Writing Process	See Appendix B for Writing Process	See Appendix B for Writing Process

Habit of Writing: Writing Extensively (HW:2)		
W:HW:2: Demonstrates the habit of writing extensively by...		
Grade 6	Grade 7	Grade 8
<p>W:HW:6:2.1: Writing with frequency, including in-school, out-of-school, and during the summer (Local)</p> <p>W:HW:6:2.2: Sharing thoughts, observations, or impressions (Local)</p> <p>W:HW:6:2.3: Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics</p> <p>W:HW:6:2.4: Writing in a variety of genres (Local)</p>	<p>W:HW:7:2.1: Writing with frequency, including in-school, out-of-school, and during the summer (Local)</p> <p>W:HW:7:2.2: Sharing thoughts, observations, or impressions (Local)</p> <p>W:HW:7:2.3: Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics</p> <p>W:HW:7:2.4: Writing in a variety of genres (Local)</p>	<p>W:HW:8:2.1: Writing with frequency, including in-school, out-of-school, and during the summer (Local)</p> <p>W:HW:8:2.2: Sharing thoughts, observations, or impressions (Local)</p> <p>W:HW:8:2.3: Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics, reflective writing, short plays</p> <p>W:HW:8:2.4: Writing in a variety of genres (Local)</p>

Oral Communication Strategies (OC:1)		
W:OC:1: In oral communication, students demonstrate interactive listening by ...		
Grade 6	Grade 7	Grade 8
<p>W:OC:6:1.1: Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)</p> <p>W:OC:6:1.2: Summarizing, paraphrasing, questioning, or contributing to information presented (Local)</p> <p>W:OC:6:1.3: Not assessed at this grade level</p> <p>W:OC:6:1.4: Participating in large and small group discussions showing respect for a range of individual ideas (Local)</p> <p>W:OC:6:1.5: Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p>	<p>W:OC:7:1.1: Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)</p> <p>W:OC:7:1.2: Summarizing, paraphrasing, questioning, or contributing to information presented (Local)</p> <p>W:OC:7:1.3: Not assessed at this grade level</p> <p>W:OC:7:1.4: Participating in large and small group discussions showing respect for a range of individual ideas (Local)</p> <p>W:OC:7:1.5: Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p>	<p>W:OC:8:1.1: Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)</p> <p>W:OC:8:1.2: Summarizing, paraphrasing, questioning, or contributing to information presented (Local)</p> <p>W:OC:8:1.3: Not assessed at this grade level</p> <p>W:OC:8:1.4: Participating in large and small group discussions showing respect for a range of individual ideas (Local)</p> <p>W:OC:8:1.5: Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p>

Oral Communication Strategies (OC:2)		
W:OC:2: In oral communication, students make oral presentations by ...		
Grade 6	Grade 7	Grade 8
<p>W:OC:6:2.1: Demonstrating skills and logical organization and language use in interpersonal, small group and public exchanges (e.g., discussions, interviews)</p> <p>W:OC:6:2.2: Using verbal and nonverbal choices to convey consistent focus</p> <p>W:OC:6:2.3: Telling stories, giving information using details /elaboration and providing a coherent conclusion EXAMPLE: using books, pictures displays, graphics or artifacts</p> <p>W:OC:6:2.4: Effectively responding to audience questions and feedback</p> <p>W: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 (Local)</u></p> <p>W:OC:6:2.6: Not assessed at this grade level</p>	<p>W:OC:7:2.1: Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)</p> <p>W:OC:7:2.2: Maintaining a consistent focus (Local)</p> <p>W:OC:7:2.3: Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local) EXAMPLES (of support and elaboration): Using illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts</p> <p>W:OC:7:2.4: Effectively responding to audience questions and feedback (Local)</p> <p>W:OC:7:2.5: Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, , inflection, , intonation, rhythm, and gesture) to communicate ideas effectively (Local)</p> <p>W:OC:7:2.6: Not assessed at this grade level</p>	<p>W:OC:8:2.1: Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)</p> <p>W:OC:8:2.2: Maintaining a consistent focus (Local)</p> <p>W:OC:8:2.3: Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local) EXAMPLES (of support and elaboration): Using illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts</p> <p>W:OC:8:2.4: Effectively responding to audience questions and feedback (Local)</p> <p>W:OC:8:2.5: Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, , inflection, , intonation, rhythm, and gesture) to communicate ideas effectively (Local)</p> <p>W:OC:8:2.6: Not assessed at this grade level</p>

Structures of Language Applying Understanding of Sentences, Paragraphs, Text Structures (SL)		
W:SL:1: Students demonstrate command of the structures of sentences, paragraphs, and text by...		
Grade 8	Grade 10	Grade 12
<p>W:SL:8:1.1: Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (Local)</p> <p>W:SL:8:1.2: Using the paragraph form: indenting, main idea, supporting details (Local)</p> <p>W:SL:8:1.3: Recognizing organizational structures within paragraphs or within texts (Local) EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution, <u>cause/effect</u>, <u>investigation</u></p> <p>W:SL:8:1.4: Applying a format and text structure appropriate to the purpose of the writing (Local)</p> <p>W:SL:8:1.5: Subsumed in W:SL:8:1.1</p> <p>W:SL:8:1.6: Applying directionality as appropriate to text (Local)</p>	<div style="border: 2px solid black; padding: 5px;"> <p>W:SL:10:1.1: Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (State)</p> </div> <p>W:SL:10:1.2: Using paragraph <u>structures</u> <u>appropriately</u> (e.g., <u>block or indented format</u>) (Local)</p> <div style="border: 2px solid black; padding: 5px;"> <p>W:SL:10:1.3: Recognizing organizational structures within paragraphs or within texts (State) EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, <u>deductive/inductive</u></p> </div> <div style="border: 2px solid black; padding: 5px;"> <p>W:SL:10:1.4: Applying a format and text structure appropriate to purpose, <u>audience</u>, and <u>context</u> (State)</p> </div> <p>W:SL:10:1.5: Subsumed in W:SL:10:1.1</p> <p>W:SL:10:1.6: Applying directionality as appropriate to text (Local)</p>	<p>W:SL:12:1.1: Using varied sentence length and structure to enhance meaning (e.g., including phrases, clauses, and parallel structure) (Local)</p> <p>W:SL:12:1.2: Using paragraph structures appropriately (e.g., block or indented format) (Local)</p> <p>W:SL:12:1.3: Recognizing organizational structures within paragraphs or within texts (Local) EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive (Local)</p> <p>W:SL:12:1.4: Applying a format and text structure appropriate to purpose, audience, and context (Local) EXAMPLES (of formats): academic essay, extended research essay, critical analysis</p> <p>W:SL:12:1.5: Subsumed in W:SL:12:1.</p> <p>W:SL:12:1.6: Applying directionality as appropriate to text (Local)</p>

Reading Connection		
Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)		
W:RC:1: In response to literary or informational text, students show understanding of plot /ideas/concepts by...		
Grade 8	Grade 10	Grade 12
<p>W:RC:8:1.1: Selecting and summarizing key ideas to set context (Local)</p> <p>W:RC:8:1.2: Subsumed in W:RC:8:1.1</p> <p>W:RC:8:1.3: 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)</p> <p>W:RC:8:1.4: Not assessed at this grade level</p>	<p style="border: 2px solid black; padding: 5px;">W:RC:10:1.1: Selecting and summarizing key ideas to set context, <u>appropriate to audience</u> (State)</p> <p>W:RC:10:1.2: Subsumed in W:RC:10:1.1</p> <p style="border: 2px solid black; padding: 5px;">W:RC:10:1.3: 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)</p> <p>W:RC:10:1.4: Not assessed at this grade level</p>	<p>W:RC:12:1.1: Selecting and summarizing key ideas to set context, appropriate to audience (Local)</p> <p>W:RC:12:1.2: Subsumed in W:RC:12:1.1</p> <p>W:RC:12:1.3: 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)</p> <p>W:RC:12:1.4: <u>Explaining the visual components (e.g., charts, diagrams, artwork) of the text, when appropriate</u> (Local)</p>

Reading Connection Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2)		
W:RC:2: In response to literary or informational text read aloud, students make and support analytical judgments about text by...		
Grade 8	Grade 10	Grade 12
<p>W:RC:8:2.1: Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question (Local)</p> <p>W:RC:8:2.2: Making inferences about the relationship(s) among content, events, characters, setting, theme, or author’s craft (Local) EXAMPLES: <u>Making links</u> to author’s choice of words, <u>style, bias, literary techniques, or point of view</u>; making links to characteristics of literary forms or genres</p> <p>W:RC:8:2.3: Using specific details and references to text or relevant citations to support focus or judgment (Local)</p> <p>W:RC:8:2.4: Organizing ideas, using transitional words/phrases and <u>drawing a conclusion by synthesizing information</u> (e.g., <u>demonstrate a connection to the broader world of ideas</u>) (Local)</p>	<p style="border: 2px solid black; padding: 5px;">W:RC:10:2.1a: <u>Establishing an interpretive claim/assertion in the form of a thesis (purpose), when responding to a given prompt</u> (State)</p> <p>W:RC:10:2.1b: <u>Establishing an interpretive claim/assertion in the form of a thesis (purpose)</u> (Local)</p> <p style="border: 2px solid black; padding: 5px;">W:RC:10:2.2: Making inferences about the relationship(s) among content, events, characters, setting, theme, or author’s craft (State) 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> <p style="border: 2px solid black; padding: 5px;">W:RC:10:2.3: Using specific details and references to text or relevant citations to support <u>thesis, interpretations, or conclusions</u> (State)</p> <p style="border: 2px solid black; padding: 5px;">W:RC:10:2.4: 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)</p>	<p>W:RC:12:2.1: Establishing an interpretive claim/assertion in the form of a thesis (purpose) (Local)</p> <p>W:RC:12:2.2: Making inferences about the relationship(s) among content, events, characters, setting, theme, or author’s craft (Local) 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> <p>W:RC:12:2.3: Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions (Local)</p> <p>W:RC:12:2.4: 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)</p>

Expressive Writing		
Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:1)		
W:EW:1: In written narratives, students organize and relate a story line/plot/series of events by...		
Grade 8	Grade 10	Grade 12
<p>W:EW:8:1.1: Creating a clear and coherent (logically consistent) story line (Local)</p> <p>W:EW:8:1.2: Establishing context, character motivation, problem/conflict/challenge, and resolution, and maintaining point of view (Local)</p> <p>W:EW:8:1.3: Using a variety of effective transitional devices (e.g., ellipses, time transitions, white space, or words/phrases) to enhance meaning (Local)</p> <p>W:EW:8:1.4: Not assessed at this grade level</p> <p>W:EW:8:1.5: Establishing and maintaining a theme (Local)</p> <p>W:EW:8:1.6: Providing a sense of closure (Local)</p>	<p>W:EW:10:1.1: Creating a clear and coherent (logically consistent) story line (Local)</p> <p>W:EW:10:1.2: Establishing context, character motivation, problem/conflict/challenge, and resolution, <u>significance of setting</u>, and maintaining point of view (Local)</p> <p>W:EW:10:1.3: 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> <p>W:EW:10:1.4: Using a variety of effective literary devices (i.e., flashback or foreshadowing, figurative language imagery) to enhance meaning (Local)</p> <p>W:EW:10:1.5: Establishing and maintaining a theme (Local)</p> <p>W:EW:10:1.6: Providing a sense of closure (Local)</p>	<p>W:EW:12:1.1: <u>Creating a clear and coherent, logically consistent structure</u> (Local) 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> <p>W:EW:12:1.2: Establishing context, character motivation, problem/conflict/challenge, and resolution, significance of setting, and maintaining point of view (Local)</p> <p>W:EW:12:1.3: 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)</p> <p>W:EW:12:1.4: Using a variety of effective literary devices (i.e., flashback or foreshadowing, figurative language imagery) to enhance meaning (Local)</p> <p>W:EW:12:1.5: Establishing and maintaining a theme (Local)</p> <p>W:EW:12:1.6: Providing a sense of closure (Local)</p>

Expressive Writing Narrative Writing – Applying Narrative Strategies (EW:2)		
<p>W:EW:8:2: Students demonstrate use of narrative strategies by... W:EW:10:2: Students demonstrate use of narrative strategies to engage the reader by... W:EW:12:2: Students demonstrate use of narrative strategies to engage the reader by...</p>		
Grade 8	Grade 10	Grade 12
W:EW:8:2.1: <u>Creating images</u> , using details and sensory language to advance the plot/story line (Local)	W:EW:10:2.1: Creating images, using <u>relevant and descriptive</u> details and sensory language to advance the plot/story line (Local)	W:EW:12:2.1: Creating images, using relevant and descriptive details and sensory language to advance the plot/story line (Local)
W:EW:8:2.2: Using dialogue to advance plot/story line (Local)	W:EW:10:2.2: Using dialogue to advance plot/story line (Local)	W:EW:12:2.2: Using dialogue to advance plot/story line (Local)
W:EW:8:2.3: Developing characters through description, dialogue, actions, <u>and relationships with other characters, when appropriate</u> (Local)	W:EW:10:2.3: Developing characters through description, dialogue, actions, and relationships with other characters, when appropriate (Local)	W:EW:12:2.3: Developing characters through description, dialogue, actions (<u>including gestures, expressions</u>), and relationships with other characters, when appropriate (Local)
W:EW:8:2.4: Using voice appropriate to purpose (Local)	W:EW:10:2.4: Using voice appropriate to purpose (Local)	W:EW:12:2.4: Using voice appropriate to purpose (Local)
W:EW:8:2.5: Maintaining focus (Local)	W:EW:10:2.5: Maintaining focus (Local)	W:EW:12:2.5: Maintaining focus (Local)
W:EW:8:2.6: Selecting and elaborating important ideas; and excluding extraneous details (Local)	W:EW:10:2.6: Selecting and elaborating important ideas; and excluding extraneous details (Local)	W:EW:12:2.6: Selecting and elaborating important ideas; and excluding extraneous details (Local)
W:EW:8:2.7: Controlling the pace of the story (Local) EXAMPLE: Developing the narrative with greatest emphasis on the most important parts	W:EW:10:2.7: Controlling the pace of the story (Local) EXAMPLE: Intentional use of sentence length and punctuation	W:EW:12:2.7: Controlling the pace of the story (Local) EXAMPLE: Developing tension or suspense

Expressive Writing Poetry (EW:3)		
W:EW:3: In writing poetry, students demonstrate awareness of purpose by...		
Grade 8	Grade 10	Grade 12
W:EW:8:3.1: Writing poems in a variety of voices for a variety of audiences (purpose) (Local)	W:EW:10:3.1: Writing poems in a variety of voices for a variety of audiences (purpose) (Local)	W:EW:12:3.1: Writing poems in a variety of voices for a variety of audiences (purpose) (Local)
W:EW:8:3.2: Writing poems that express speaker’s moods, thoughts, or feelings (Local)	W:EW:10:3.2: Writing poems that express speaker’s moods, thoughts, or feelings (Local)	W:EW:12:3.2: Writing poems that express speaker’s moods, thoughts, or feelings (Local)
W:EW:8:3.3: Choosing conventional or alternative text structures to achieve impact (Local) EXAMPLES (text structures): free verse, haiku, concrete poems	W:EW:10:3.3: Choosing conventional or alternative text structures to achieve impact (Local) EXAMPLES (text structures): sonnet, free verse, haiku, ballad, ode, concrete poems	W:EW:12:3.3: Choosing conventional or alternative text structures to achieve impact (Local)

Expressive Writing Poetry (EW:4)		
W:EW:4: In writing poetry, use language effectively by...		
Grade 8	Grade 10	Grade 12
W:EW:8:4.1: Selecting vocabulary according to purpose and for effect on audience (Local)	W:EW:10:4.1: Selecting vocabulary according to purpose and for effect on audience (Local)	W:EW:12:4.1: Selecting vocabulary according to purpose and for effect on audience (Local)
W:EW:8:4.2: Using rhyme, figurative language (Local) EXAMPLES (of figurative language): simile, personification, alliteration, onomatopoeia	W:EW:10:4.2: Using rhyme, rhythm, meter, literary elements (e.g., setting, plot, characters) or figurative language (Local) EXAMPLES (of figurative language): simile, personification, alliteration, onomatopoeia, <u>metaphor</u>	W:EW:12:4.2: Using rhyme, rhythm, meter, literary elements (e.g., setting, plot, characters) or figurative language (Local) EXAMPLES (of figurative language): simile, personification, alliteration, onomatopoeia, metaphor
W:EW:8:4.3: Not assessed at this grade level		
W:EW:8:4.4: Using a variety of poetic forms (Local)	W:EW:10:4.3: Selecting and manipulating words, phrases, or clauses, for connotation/shades of meaning and impact (Local)	W:EW:12:4.3: Selecting and manipulating words, phrases, or clauses, for connotation/shades of meaning and impact (Local)
	W:EW:10:4.4: Using a variety of poetic forms (Local)	W:EW:12:4.4: Using a variety of poetic forms (Local)

Expressive Writing Reflective Essay (EW:5)		
W:EW:5: In reflective writing, students explore and share thoughts, observations, and impressions by...		
Grade 8	Grade 10	Grade 12
<p>W:EW:8:5.1: Engaging the reader by establishing context (purpose) (Local)</p> <p>W:EW:8:5.2: 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)</p> <p>W:EW:8:5.3: Not assessed at this grade level</p> <p>W:EW:8:5.4: Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus (Local)</p> <p>W:EW:8:5.5: Providing closure - leaving the reader with something to think about (Local)</p> <p>W:EW:8:5.6: Not assessed at this grade level</p>	<p style="border: 2px solid black; padding: 2px;">W:EW:10:5.1: Engaging the reader by establishing context (purpose) (State)</p> <p style="border: 2px solid black; padding: 2px;">W:EW:10:5.2: 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)</p> <p style="border: 2px solid black; padding: 2px;">W:EW:10:5.3: Using an organizational structure that allows for a progression of ideas to develop (State)</p> <p style="border: 2px solid black; padding: 2px;">W:EW:10:5.4: Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus (State)</p> <p style="border: 2px solid black; padding: 2px;">W:EW:10:5.5: Providing closure - leaving the reader with something to think about (State)</p> <p>W:EW:10:5.6: Not assessed at this grade level</p>	<p>W:EW:12:5.1: Engaging the reader by establishing context (purpose) (Local)</p> <p>W:EW:12:5.2: Analyzing a condition or situation of significance or developing a commonplace, concrete occasion as the basis for the reflection (Local)</p> <p>W:EW:12:5.3: Using an organizational structure that allows for a progression of ideas to develop (Local)</p> <p>W:EW:12:5.4: Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus (Local)</p> <p>W:EW:12:5.5: Providing closure - leaving the reader with something to think about (Local)</p> <p>W:EW:12:5.6: Making connections between personal ideas and experiences and more abstract aspects of life, leading to new perspectives or insights (Local) EXAMPLE: In a reflection upon a personal friendship, a student identifies a new insight about the relationship.</p>

Informational Writing		
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:1)		
W:IW:1: In informational writing (reports or procedures), students organize ideas/concepts by ...		
Grade 8	Grade 10	Grade 12
<p>W:IW:8:1.1: Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): sequence, chronology, proposition/support, compare/contrast, problem/solution, <u>cause/effect, investigation</u></p> <p>W:IW:8:1.2: Selecting appropriate information to set context, which may include a lead/hook (Local)</p>	<p style="border: 2px solid black; padding: 5px;">W:IW:10:1.1: Using a text structure appropriate to focus/controlling idea or <u>thesis</u> (e.g., purpose, audience, context) (State) EXAMPLES (of text structures): sequence (in procedures), chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, <u>deductive/inductive reasoning</u></p> <p style="border: 2px solid black; padding: 5px;">W:IW:10:1.2: Selecting appropriate <u>and relevant</u> information (<u>excluding extraneous details</u>) to set context (State)</p>	<p>W:IW:12:1.1: Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (Local) EXAMPLES (of text structures): sequence (in procedures), chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive reasoning</p> <p>W:IW:12:1.2: Selecting appropriate and relevant information (excluding extraneous details) to set context (Local)</p>

Informational Writing		
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:2)		
W:IW:2: In informational writing (reports or procedures only), students effectively convey purpose by...		
Grade 8	Grade 10	Grade 12
W:IW:8:2.1: Establishing a topic (Local)	W:IW:10:2.1: Establishing a topic (State)	W:IW:12:2.1: Establishing a topic (Local)
W:IW:8:2.2: Stating and maintaining a focus/controlling idea/ <u>thesis</u> (Local)	W:IW:10:2.2: Stating and maintaining a focus/controlling idea/ <u>thesis</u> (State)	W:IW:12:2.2: Stating and maintaining a focus/controlling idea/ <u>thesis</u> (Local)
W:IW:8:2.3: Writing with a sense of audience, when appropriate (Local)	W:IW:10:2.3: Writing with a sense of audience, when appropriate (State)	W:IW:12:2.3: <u>Selecting and using formal, informal, literary, or technical language appropriate to audience and context</u> (Local)
W:IW:8:2.4: <u>Establishing an authoritative voice</u> (Local)	W:IW:10:2.4: Establishing an authoritative voice (State)	W:IW:12:2.4: Establishing an authoritative voice (Local)
W:IW:8:2.5: Not assessed at this grade level	W:IW:10:2.5: <u>Using precise and descriptive language that clarifies and supports intent</u> (State)	W:IW:12:2.5: Using precise and descriptive language that clarifies and supports intent <u>and enhances meaning</u> (Local)

Informational Writing		
Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (IW:3)		
W:IW:3: In informational writing(reports or procedures only), students demonstrate use of a range of elaboration strategies by:		
Grade 8	Grade 10	Grade 12
<p>W:IW:8:3.1: Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)</p> <p>W:IW:8:3.2: Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, using visual images (Local)</p> <p>W:IW:8:3.3: Addressing readers’ concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports) (Local)</p> <p>W:IW:8:3.4: Commenting on the significance of the information, when appropriate (Local)</p>	<p style="border: 2px solid black; padding: 5px;">W:IW:10:3.1: Including facts and details relevant to focus/controlling idea or <u>thesis</u>, and excluding extraneous information (State)</p> <p style="border: 2px solid black; padding: 5px;">W:IW:10:3.2: 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)</p> <p style="border: 2px solid black; padding: 5px;">W:IW:10:3.3: Addressing readers’ concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)</p> <p style="border: 2px solid black; padding: 5px;">W:IW:10:3.4: Commenting on the significance of the information (<u>in reports, throughout the piece; in procedural or persuasive writing, as appropriate</u>) (State)</p>	<p>W:IW:12:3.1: Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (Local)</p> <p>W:IW:12:3.2: Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (Local)</p> <p>W:IW:12:3.3: Addressing readers’ concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (Local)</p> <p>W:IW:12:3.4: Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (Local)</p>

Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (C)		
W:C:1: In independent writing, students demonstrate command of appropriate English conventions by...		
Grade 8	Grade 10	Grade 12
<p>W:C:8:1.1: Applying rules of standard English usage to correct grammatical errors (Local) EXAMPLES: subject-verb agreement, <u>pronoun-antecedent</u>, consistency of verb tense, <u>case of pronouns</u></p> <p>W:C:8:1.2: Applying capitalization rules (Local)</p> <p>W:C:8:1.3: Subsumed in W:C:8:1.4</p> <p>W:C:8:1.4: Applying appropriate punctuation to various sentence patterns to enhance meaning (Local) EXAMPLES: <u>hyphens</u>, <u>dashes</u>, <u>parentheses</u></p> <p>W:C:8:1.5: Applying conventional <u>and word-derivative spelling patterns/rules</u> (Local) EXAMPLES: identifying relationships among roots and common pre/suffixes, <u>including foreign derivation</u></p>	<p style="border: 2px solid black; padding: 5px;">W:C:10:1.1: Applying rules of standard English usage to correct grammatical errors (State) EXAMPLES: subject-verb agreement, pronoun-antecedent, consistency of verb tense, case of pronouns</p> <p>W:C:10:1.2: Applying capitalization rules (Local)</p> <p>W:C:10:1.3: Subsumed in W:C:10:1.4</p> <p style="border: 2px solid black; padding: 5px;">W:C:10:1.4: Applying appropriate punctuation to various sentence patterns to enhance meaning (State) EXAMPLES: hyphens, dashes, parentheses</p> <p>W:C:10:1.5: Applying conventional and word-derivative spelling patterns/rules (Local) EXAMPLES: identifying relationships among roots and common pre/suffixes, including foreign derivation</p>	<p>W:C:12:1.1: Applying rules of standard English usage to correct grammatical errors (Local) EXAMPLES: subject-verb agreement, pronoun-antecedent, consistency of verb tense, case of pronouns</p> <p>W:C:12:1.2: Applying capitalization rules (Local)</p> <p>W:C:12:1.3: Subsumed in W:C:12:1.4</p> <p>W:C:12:1.4: Applying appropriate punctuation to various sentence patterns to enhance meaning (Local) EXAMPLES: <u>brackets</u></p> <p>W:C:12:1.5: Applying conventional and word-derivative spelling patterns/rules (Local) EXAMPLES: identifying relationships among roots and common pre/suffixes, including foreign derivation</p>

Habit of Writing: Uses a Writing Process (HW:1)		
W:HW:1: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.		
Grade 8	Grade 10	Grade 12
See Appendix B for Writing Process	See Appendix B for Writing Process	See Appendix B for Writing Process

Habit of Writing: Writing Extensively (HW:2)		
W:HW:2: Demonstrates the habit of writing extensively by...		
Grade 8	Grade 10	Grade 12
<p>W:HW:8:2.1: Writing with frequency, including in-school, out-of-school, and during the summer (Local)</p> <p>W:HW:8:2.2: Sharing thoughts, observations, or impressions (Local)</p> <p>W:HW:8:2.3: Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics, reflective writing, short plays</p> <p>W:HW:8:2.4: Writing in a variety of genres (Local)</p>	<p>W:HW:10:2.1: Writing with frequency, including in-school, out-of-school, and during the summer (Local)</p> <p>W:HW:10:2.2: Sharing thoughts, observations, or impressions (Local)</p> <p>W:HW:10:2.3: Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics, reflective writing, short plays</p> <p>W:HW:10:2.4: Writing in a variety of genres (Local)</p>	<p>W:HW:12:2.1: Writing with frequency, including in-school, out-of-school, and during the summer (Local)</p> <p>W:HW:12:2.2: Sharing thoughts, observations, or impressions (Local)</p> <p>W:HW:12:2.3: Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics, reflective writing, short plays</p> <p>W:HW:12:2.4: Writing in a variety of genres (Local)</p>

Oral Communication Strategies (OC:1)		
Interactive Listening		
W:OC:1: In oral communication, students demonstrate interactive listening by ...		
Grade 8	Grade 10	Grade 12
<p>W:OC:8:1.1: Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)</p> <p>W:OC:8:1.2: Summarizing, paraphrasing, questioning, or contributing to information presented (Local)</p> <p>W:OC:8:1.3: Not assessed at this grade level</p> <p>W:OC:8:1.4: Participating in large and small group discussions showing respect for a range of individual ideas (Local)</p> <p>W:OC:8:1.5: <u>Reaching consensus to solve a problem, make a decision, or achieve a goal</u> (Local)</p>	<p>W:OC:10:1.1: Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)</p> <p>W:OC:10:1.2: Summarizing, paraphrasing, questioning, or contributing to information presented (Local)</p> <p>W: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)</p> <p>W:OC:10:1.4: Participating in large and small group discussions showing respect for a range of individual ideas (Local)</p> <p>W:OC:10:1.5: Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p>	<p>W:OC:12:1.1: Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)</p> <p>W:OC:12:1.2: Summarizing, paraphrasing, questioning, or contributing to information presented <u>to advance understanding</u> (Local)</p> <p>W:OC:12:1.3: Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)</p> <p>W:OC:12:1.4: Participating in large and small group discussions showing respect for individual ideas (Local)</p> <p>W:OC:12:1.5: Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p>

Oral Communication Strategies (OC:2)		
Make Oral Presentations		
W:OC:2: In oral communication, students make oral presentations by ...		
Grade 8	Grade 10	Grade 12
<p>W:OC:8:2.1: <u>Exhibiting logical organization and language use, appropriate to audience, context, and purpose</u> (Local)</p> <p>W:OC:8:2.2: Maintaining a consistent focus (Local)</p> <p>W:OC:8:2.3: <u>Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion</u> (Local) EXAMPLES (of support and elaboration): Using illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts</p> <p>W:OC:8:2.4: <u>Effectively responding to audience questions and feedback</u> (Local)</p> <p>W:OC:8:2.5: <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)</p> <p>W:OC:8:2.6: Not assessed at this grade level</p>	<p>W:OC:10:2.1: Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)</p> <p>W:OC:10:2.2: Maintaining a consistent focus (Local)</p> <p>W:OC:10:2.3: 3 Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local) EXAMPLES (of support and elaboration): <u>Using anecdotes, analogies</u>, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts</p> <p>W:OC:10:2.4: Effectively responding to audience questions and feedback (Local)</p> <p>W:OC:10:2.5: 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)</p> <p>W:OC:10:2.6: <u>Using tools of technology to enhance message</u> (Local)</p>	<p>W:OC:12:2.1: Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)</p> <p>W:OC:12:2.2: Maintaining a consistent focus (Local)</p> <p>W:OC:12:2.3: Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local) EXAMPLES (of support and elaboration): Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts</p> <p>W:OC:12:2.4: Effectively responding to audience questions and feedback (Local)</p> <p>W: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)</p> <p>W:OC:12:2.6: Using tools of technology to enhance message (Local)</p>

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 the student explores and shares the meaning of a personal experience, belief, or idea.

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

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

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

Source: Adapted from Vermont Writing GLE Development, Kurzman, Gephart, Hawkins, 2000

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.

Climax – The high point or turning point in the plot of the story.

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.)

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.

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. It is the fluency, rhythm, and liveliness in writing that makes it unique to the writer. A distinctive voice establishes personal expression and enhances the writing. (see Reading)

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
Prewriting	<p>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.</p> <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.

Contributors

The federal law, *No Child Left Behind*, requires states to develop grade-level expectations in reading/language areas for grades 3-8. Grade-span expectations were developed also for grades 9-10 and 11-12 in reading and writing for high school. Both the grade-level expectations (GLEs) and the grade-span expectations (GSEs) have been incorporated into this revised version of the *K-12 English Language Arts Curriculum Framework*.

The following is a list of committee members representing the state of New Hampshire who developed the grade-level and grade-span expectations. Although this list represents those individuals who formally served on the GLE and GSE committees, we are extremely grateful to the numerous people who provided feedback through technical review sessions, focus groups, on-line surveys, e-mails, and phone calls.

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