

# **Rhode Island Alternate Assessment Grade Span Expectations**

## **Writing**

Revised 8/11/09

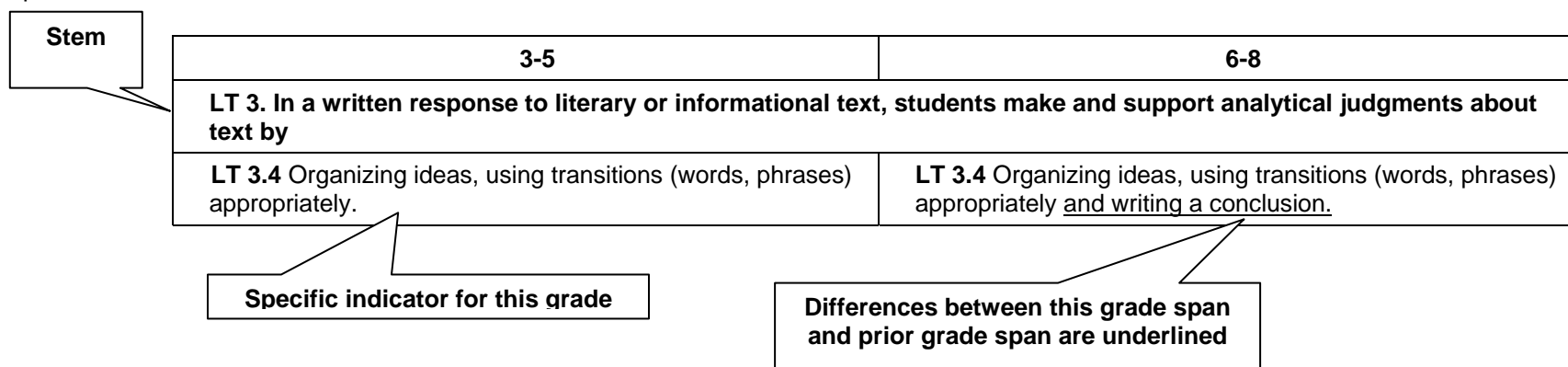
The **Alternate Assessment Grade-Span Level Expectations** (AAGSEs) are derived and expanded from the New England Common Assessment Program (NECAP) Grade Level Expectations in reading and writing.

Each AAGSE begins with a statement in bold called the “stem”. Each stem remains the same across the grade span for a given AAGSE and is meant to communicate the main curriculum and instructional focus of the AAGSE across the grade spans. The language and order of the AAGSE stems are identical to the language and order of the stems in the NECAP GLEs.

The text in regular type within each AAGSE indicates how the AAGSE is specified at a given grade span. There are often several indicators for each AAGSE stem. Each indicator is coded. The language and order of the AAGSE indicators do not necessarily correspond to the language and order of the indicators within a corresponding GLE stem. Some are identical; some have been modified and adapted to make the AAGSE accessible; some have been added to describe concepts and skills already assumed by the GLEs; and some have been eliminated because they are inappropriate for students with significant cognitive disabilities.

Added concepts and skills are underlined.

In some cases AAGSEs that are specified at lower grade spans are not carried over to upper grade spans. The assumption is that the identified concepts and skills will either have been mastered, are no longer age appropriate, or should no longer be the focus of instruction and assessment beyond the specified grade span.



Content Area*	Title of Strand	Code	Assessed Grade
Writing	Structures of Language	SL	All grades
	Writing Conventions	WC	
	Response to Literary or Informational Text	LIT	Elementary
	Narratives	N	Middle School
	Informational Writing	IW	High School

\*The Writing content area is assessed in grades 4, 7, and 10.

## Alternate Assessment Instructional Terms

<p><b>Communication:</b> eye gaze, pointing, touching, gesturing, voice response, augmentative communication devices, topic board, pictures, Braille, printed text (written word), head nod, signs/symbols (pic/tactile), objects, stamping</p>	<p><b>Participation:</b> to take an active role (physically or socially) in content related activities, routines, and with materials by exhibiting behaviors that are observable and measurable, such as: touch, see (visually engage), hear, taste, smell, reach, point, gesture, eye gaze.</p>	<p><b>Application:</b> transferring knowledge from content concepts to practical/concrete situations/activities/routines through the child's mode of participation.</p>
<p><b>Associate:</b> connect ideas using child's mode of communication.</p>	<p><b>Create:</b> develop an original representation of a math concept through the child's mode of participation. Develop an idea or representation of a concept through the child's mode of participation.</p>	<p><b>Awareness:</b> emergent knowledge.</p>
<p><b>Describe:</b> give characteristics, examples, and/or attributes through the child's mode of communication.</p>	<p><b>Engage:</b> student actively participates.</p>	<p><b>Compare:</b> identifying similarities and differences between two or more items.</p>
<p><b>Determine:</b> see Identify/Indicate</p>	<p><b>Explore:</b> student participates through manipulating/attending to content related materials.</p>	<p><b>Demonstrate:</b> apply knowledge to show (understand) comprehension of content concepts through the child's mode of communication and/or participation.</p>
<p><b>Discriminate:</b> using known information, the student makes appropriate responses within a group of two or more choices.</p>	<p><b>Locating:</b> using known information, the student makes an appropriate response.</p>	<p><b>Distinguish:</b> using known information, the student makes appropriate responses within a group of two or more choices.</p>
<p><b>Discuss:</b> a social exchange of content related information through the student's mode of communication.</p>	<p><b>Make decision:</b> based on given content information, make an appropriate choice related to the task.</p>	<p><b>Employ:</b> apply knowledge to demonstrate comprehension (understand) of math concepts through the child's mode of communication and/or participation.</p>
<p><b>Identify/Indicate:</b> give an appropriate response by showing, naming, giving or selecting through the child's mode of communication.</p>	<p><b>Observation:</b> information gained via senses.</p>	<p><b>Obtain:</b> using known information, the student makes an appropriate response.</p>

<b>Justify:</b> based on information/data, support a content concept using the student's mode of communication.	<b>Reproduce:</b> recreate a representation of a math concept through the child's mode of participation.	<b>Reacting:</b> physical response to stimuli.
<b>Pose:</b> a communicative act to request information through the child's mode of communication.		<b>Show:</b> apply knowledge to demonstrate comprehension (understand) of math concepts through the child's mode of communication and/or participation.
<b>Predict:</b> based on given information, student will identify what comes next or what outcome is possible through their mode of communication.		<b>Use:</b> apply knowledge to demonstrate comprehension (understand) of math concepts through the child's mode of communication and/ or participation.
<b>Reading:</b> using the child's mode of receptive communication to derive meaning from text, symbols and numbers.		
<b>Recognize:</b> see Identify/Indicate		
<b>Represent:</b> show an understanding of a concept through the child's mode of communication.		
<b>Say:</b> a communication act to give information through the student's mode of communication.		
<b>Select:</b> see Identify.		
<b>Text:</b> pictures/symbols/objects/actions/words		
<b>Writing:</b> using the child's mode of expressive communication to create or construct a tangible product that conveys meaning.		

## Standard: Structures of Language (SL 1)

SL 1. Students demonstrate command of the structures of sentences, paragraphs, and text by			
K-2	3-5	6-8	High School
<p><b>SL 1.1</b> Expressing an idea with written language (i.e., words, sentences).</p> <p><b>SL 1.2</b> Demonstrating that a sentence is written left to right.</p> <p><b>SL 1.3</b> Writing with organizational structures including correct spacing for sentences and paragraph formats within texts.</p> <p><b>SL1.3a</b> Writing with organizational structures including correct spacing for sentences within texts.</p>	<p><b>SL 1.1</b> Expressing an idea with written language (i.e., words, sentences).</p> <p><b>SL 1.2</b> Demonstrating that <u>multiple sentences</u> are written left to right and top to bottom.</p> <p><b>SL 1.3</b> Writing with organizational structures including correct spacing for sentences and paragraph formats within texts.</p> <p><b>SL1.3a</b> Writing with organizational structures including correct spacing for sentences within texts.</p>	<p><b>SL 1.1</b> Expressing an idea with written language (i.e., words, sentences).</p> <p><b>SL 1.2</b> Demonstrating that multiple sentences are written left to right and top to bottom <u>to form a paragraph(s)</u>.</p> <p><b>SL 1.3</b> Writing with organizational structures including correct spacing for sentences and paragraph formats within texts.</p> <p><b>SL1.3a</b> Writing with organizational structures including correct spacing within texts.</p> <p><b>SL1.3b</b> Writing paragraphs using <u>correct spacing (e.g., indenting paragraphs or block format for paragraphs)</u>.</p>	<p><b>SL 1.1.</b> Expressing an idea with written language (i.e., words, sentences).</p> <p><b>SL 1.2</b> Demonstrating that multiple sentences are written left to right and top to bottom to form a paragraph(s).</p> <p><b>SL 1.3</b> Writing with organizational structures including correct spacing for sentences and paragraph formats within texts.</p> <p><b>SL1.3a</b> Writing with organizational structures including correct spacing within texts.</p> <p><b>SL1.3b</b> Writing paragraphs using correct spacing (e.g., indenting paragraphs or block format for paragraphs).</p>

<p><b>SL 1.4</b> Writing simple sentences.</p> <p><b>SL 1.4a</b> Writing simple sentences with a subject and predicate.</p>	<p><b>SL 1.4</b> Writing simple sentences <u>with a subject and predicate and with adjectives and/or adverbs.</u></p> <p><b>SL 1.4a</b> Writing simple sentences with a subject and predicate.</p> <p><b>SL 1.4b</b> Writing <u>simple sentences with adjectives and/or adverbs.</u></p> <p><b>SL1.5</b> <u>Writing sentences to express ideas about a topic.</u></p> <p><b>SL 1.5a</b> <u>Creating several simple related and ordered sentences (paragraph) to develop an idea/topic.</u></p>	<p><b>SL 1.4</b> Writing simple sentences with a subject and predicate and with adjectives and/or adverbs.</p> <p><b>SL 1.4a</b> Writing simple sentences with a subject and predicate.</p> <p><b>SL 1.4b</b> Writing <u>simple sentences with adjectives and/or adverbs.</u></p> <p><b>SL 1.4c</b> <u>Using a variety of sentence structures using two or more of the following: declarative, interrogative, exclamatory, simple, compound and/or complex sentences.</u></p> <p><b>SL1.5</b> Writing sentences to express ideas about a topic.</p> <p><b>SL 1.5a</b> Creating several simple related and ordered sentences (paragraph) to develop an idea/topic.</p> <p><b>SL1.5b</b> <u>Maintaining a central idea/focus with topic sentence(s) and supporting details in paragraph and/or multi-paragraph texts.</u></p>	<p><b>SL 1.4</b> Writing simple sentences with a subject and predicate and with adjectives and/or adverbs.</p> <p><b>SL 1.4a</b> Writing simple sentences with a subject and predicate.</p> <p><b>SL 1.4b</b> Writing <u>simple sentences with adjectives and/or adverbs.</u></p> <p><b>SL 1.4c</b> Using a variety sentence structures using two or more of the following: <u>declarative, interrogative, exclamatory, simple, compound and/or complex sentences.</u></p> <p><b>SL1.5</b> Writing sentences to express ideas about a topic.</p> <p><b>SL 1.5a</b> Creating several simple related and ordered sentences (paragraph) to develop an idea/topic.</p> <p><b>SL1.5b</b> Maintaining a central idea/focus with topic sentence(s) and supporting details in paragraph and/or multi-paragraph texts.</p>
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## Standard: Writing in Response to **Literary** or **Informational Text** (LT 2, LT 3)

LT 2. In a written response to <b>literary</b> or <b>informational text</b> , students show an understanding of plots, ideas, and concepts by			
K-2	3-5	6-8	High School
<p><b>LT 2.1</b> Writing accurate information to set the text's context/background.</p> <p><b>LT 2.1a</b> Identifying title and author of the text.</p>	<p><b>LT 2.1</b> Writing accurate information to set the text's context/background.</p> <p><b>LT 2.1a</b> Identifying title and author of the text.</p> <p><b>LT 2.1b</b> <u>Describe content/ideas, events, characters, and/or settings.</u></p> <p><b>LT 2.1c</b> <b>Retelling</b> the text.</p> <p><b>LT 2.2</b> <u>Connecting what has been read (the plot, ideas, and concepts) to prior knowledge, and/or other texts with written language.</u></p>	<p><b>LT 2.1</b> Writing accurate information to set the text's context/background.</p> <p><b>LT 2.1a</b> Identifying title and author of the text.</p> <p><b>LT 2.1b</b> Describing content/ideas, events, characters, and/or settings.</p> <p><b>LT 2.1c</b> <b>Retelling</b> the text.</p> <p><b>LT 2.1d</b> <u>Summarizing the key ideas of the text.</u></p> <p><b>LT 2.2</b> Connecting what has been read (the plot, ideas, and concepts) to prior knowledge, and/or other texts with written language.</p> <p><b>LT 2.2a</b> <u>Referring to and explaining relevant ideas.</u></p>	<p><b>LT 2.1</b> Writing accurate information to set the text's context/background.</p> <p><b>LT 2.1a</b> Identifying title and author of the text.</p> <p><b>LT 2.1b</b> Describing content/ideas, events, characters, and/or settings.</p> <p><b>LT 2.1c</b> <b>Retelling</b> the text.</p> <p><b>LT 2.1d</b> Summarizing the key ideas of the text.</p> <p><b>LT 2.2</b> Connecting what has been read (the plot, ideas, and concepts) to prior knowledge, and/or other texts with written language.</p> <p><b>LT 2.2a</b> Referring to and explaining relevant ideas.</p>



## Standard: Narrative Writing – Creating a Story Line and Applying Narrative Strategies (N 4)

N 4. In written narratives, students organize and relate a story line, plot, and/or series of events by			
K-2	3-5	6-8	High School
<b>N 4.1</b> Creating an understandable story line.	<b>N 4.1</b> Creating an understandable story line. <b><u>N4.1a</u></b> <u>Establishing a problem and solution.</u>	<b>N 4.1</b> Creating an understandable story line. <b>N4.1a</b> Establishing a problem and solution.	<b>N 4.1</b> Creating an understandable story line. <b>N4.1a</b> Establishing a problem/ <u>conflict</u> and solution.
<b>N 4.2</b> Using transition words/phrases to demonstrate an understanding of the sequence of events.	<b>N 4.2</b> Using transition words/phrases to demonstrate an understanding of the sequence of events. <b><u>N 4.2a</u></b> <u>Creating a story line with a beginning, middle and end.</u>	<b>N 4.2</b> Using transition words/phrases to demonstrate an understanding of the sequence of events. <b>N 4.2a</b> Creating a story line with a beginning, middle, and end. <b><u>N 4.2b</u></b> <u>Using dialogue or actions to advance plot or story line (e.g., what would this character say/do?).</u>	<b>N 4.2</b> Using transition words/phrases to demonstrate an understanding of the sequence of events. <b>N 4.2a</b> Creating a story line with a beginning, middle, and end. <b>N 4.2b</b> Using dialogue or actions to advance plot or story line (e.g., what would this character say/do?).

N 5. Students demonstrate use of written narrative strategies by			
K-2	3-5	6-8	High School
<b>N 5.1</b> Using sensory and/or descriptive language to describe an object, person, or event/experience.	<b>N 5.1</b> Using sensory and/or descriptive language to describe an object, person, or event/experience.	<b>N 5.1</b> Using sensory and/or descriptive language to describe an object, person, or event/experience.	<b>N 5.1</b> Using sensory and/or descriptive language to describe an object, person, or event/experience.
<b>N 5.2</b> Using sensory and/or descriptive language to describe <b>character(s)</b> .	<b>N 5.2</b> Using sensory and/or descriptive language to describe <b>character(s)</b> . <b>N 5.3</b> Using <b>sensory</b> and/or descriptive language to describe a <b>setting</b> .	<b>N 5.2</b> Using sensory and/or descriptive language to describe <b>character(s)</b> . <b>N 5.3</b> Using <b>sensory</b> and/or descriptive language to describe a <b>setting</b> .	<b>N 5.2</b> Using sensory and/or descriptive language to describe <b>character(s)</b> . <b>N 5.3</b> Using <b>sensory</b> and/or descriptive language to describe a <b>setting</b> .

## Standard: Informational Writing (IW 6, IW 7, IW 8)

IW 6. In informational writing, students organize ideas and concepts by			
K-2	3-5	6-8	High School
<b>IW 6.1</b> Listing steps of a simple process in a logical order.	<b>IW 6.1</b> Listing steps of a simple process a logical order.	<b>IW 6.1</b> Listing steps of a simple process in a logical order.	<b>IW 6.1</b> Listing steps of a simple process in a logical order.
<b>IW 6.2</b> Using numbering to identify steps in a process.	<b>IW 6.2</b> <u>Using numbering to identify steps in a process.</u>	<b>IW 6.2</b> <u>Using numbering and/or lettering to identify steps in a process.</u>	<b>IW 6.2</b> Using numbering and/or lettering to identify steps in a process.
	<b>IW 6.3</b> <u>Using basic transition words (e.g., “first”, “then”, “next”, and “finally”) to describe steps in a process.</u>	<b>IW 6.3</b> Using basic transition words (e.g., “first”, “then”, “next”, and “finally”) to describe steps in a process.	<b>IW 6.3</b> Using basic transition words (e.g., “first”, “then”, “next”, and “finally”) to describe steps in a process.
	<p><b>IW 6.4</b> <u>Using an appropriate organizational text structure (e.g., by description, sequence, chronology, and compare/contrast) to develop main/<b>controlling idea</b>).</u></p> <p><b>IW 6.4a</b> <u>Logically grouping ideas into predictable categories (e.g., what birds eat, where they live, etc.).</u></p> <p><b>IW 6.5</b> <u>Creating an introduction that sets the context.</u></p> <p><b>IW 6.6</b> Using <b>transition</b> words and/or phrases that are appropriate to text structures (e.g., comparing/contrasting or chronology).</p> <p><b>IW 6.7</b> Writing a <b>conclusion</b>.</p>	<p><b>IW 6.4</b> Using an appropriate organizational text structure (e.g., by description, sequence, chronology, and compare/contrast) to develop main/<b>controlling idea</b>.</p> <p><b>IW 6.4a</b> Logically grouping ideas into predictable categories (e.g., what birds eat, where they live, etc.).</p> <p><b>IW 6.5</b> Creating an introduction that sets the context.</p> <p><b>IW 6.6</b> Using <b>transition</b> words and/or phrases that are appropriate to text structures (e.g., comparing/contrasting or chronology).</p> <p><b>IW 6.7</b> Writing a <b>conclusion</b>.</p>	<p><b>IW 6.4</b> Using an appropriate organizational text structure (e.g., by description, sequence, chronology, and compare/contrast) to develop main/<b>controlling idea</b>,</p> <p><b>IW 6.4a</b> Logically grouping ideas into predictable categories (e.g., what birds eat, where they live, etc.) .</p> <p><b>IW 6.5</b> Creating an introduction that sets the context.</p> <p><b>IW 6.6</b> Using <b>transition</b> words and/or phrases that are appropriate to text structures (e.g., comparing/contrasting or chronology).</p> <p><b>IW 6.7</b> Writing a <b>conclusion</b>.</p>

<b>IW 7. In informational writing, students effectively convey purpose by</b>			
<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>High School</b>
<b>IW 7.1</b> Establishing a topic.	<b>IW 7.1</b> Establishing a topic.  <b>IW 7.1a</b> Stating a topic and <u>focus/controlling idea</u> about a topic (e.g., topic = “dogs”; controlling idea - “dogs make good pets”.)	<b>IW 7.1</b> Establishing a topic.  <b>IW 7.1a</b> Stating a topic and <u>focus/controlling idea</u> about a topic (e.g., topic = “careers”; controlling idea – “different careers require different skills”.)  <b>IW 7.1b</b> Stating and maintaining a <u>controlling idea</u> about a topic.	<b>IW 7.1</b> Establishing a topic.  <b>IW 7.1a</b> Stating a topic and <u>focus/controlling idea</u> about a topic (e.g., topic = “careers”; controlling idea – “different careers require different skills”.)  <b>IW 7.1b</b> Stating and maintaining a <u>controlling idea</u> about a topic.

<b>IW 8. In informational writing, students use of a range of elaboration strategies by</b>			
<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>High School</b>
<b>IW 8.1</b> Identifying information and details related to the topic.	<b>IW 8.1</b> Identifying information and details related to the topic.  <b>IW 8.1a</b> <u>Identifying facts and/or details relevant to the focus/controlling idea.</u>	<b>IW 8.1</b> Identifying information and details related to the topic.  <b>IW 8.1a</b> <u>Identifying and including facts and/or details relevant to the focus/controlling idea.</u>  <b>IW 8.1b</b> <u>Identifying extraneous material.</u>	<b>IW 8.1</b> Identifying information and details related to the topic.  <b>IW 8.1a</b> <u>Identifying and including facts and/or details relevant to the focus/controlling idea.</u>  <b>IW 8.1b</b> <u>Identifying extraneous material.</u>  <b>IW 8.1c</b> <u>Excluding extraneous material.</u>  <b>IW 8.1d.</b> <u>Including sufficient details or facts for an appropriate depth of information (e.g., naming, describing, explaining, comparing, or using visual images).</u>

## Standard: Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics

WC 9. In independent writing, students demonstrate command of appropriate English conventions by			
K-2	3-5	6-8	High School
<p><b>WC 9.1</b> Spelling his/her own first and last name using correct capitalization.</p> <p><b>WC 9.1a</b> Reproducing his/her own first and last name.</p> <p><b>WC 9.2</b> Spelling common/high frequency words.</p>	<p><b>WC 9.1</b> Spelling his/her own first and last name using correct capitalization.</p> <p><b>WC 9.1a</b> Reproducing his/her own first and last name.</p> <p><b>WC 9.2</b> Spelling common/high frequency words.</p> <p><b>WC 9.3</b> <u>Using capitalization in writing a paragraph, letter, story or poem.</u></p> <p><b>WC 9.3a</b> <u>Capitalizing proper nouns.</u></p> <p><b>WC 9.3b</b> <u>Capitalizing the beginnings of sentences.</u></p> <p><b>WC 9.4</b> <u>Using punctuation marks to clarify meaning.</u></p> <p><b>WC 9.4a</b> <u>Using periods, question marks, and exclamation points.</u></p>	<p><b>WC 9.1</b> Spelling his/her own first and last name using correct capitalization.</p> <p><b>WC 9.1a</b> Reproducing his/her own first and last name.</p> <p><b>WC 9.2</b> Spelling common/high frequency words.</p> <p><b>WC 9.3</b> Using capitalization in writing a paragraph, letter, story or poem.</p> <p><b>WC 9.3a</b> Capitalizing proper nouns.</p> <p><b>WC 9.3b</b> Capitalizing the beginnings of sentences.</p> <p><b>WC 9.3c</b> <u>Capitalizing titles.</u></p> <p><b>WC 9.4</b> Using punctuation marks to clarify meaning.</p> <p><b>WC 9.4a</b> Using periods, question marks, and exclamation points.</p> <p><b>WC 9.5</b> <u>Using parts of speech.</u></p> <p><b>WC 9.5a</b> <u>Using singular and plural forms of nouns.</u></p> <p><b>WC 9.5b</b> <u>Using simple verb tenses and subject-verb agreement.</u></p> <p><b>WC 9.5c</b> <u>Using nouns and pronouns.</u></p>	<p><b>WC 9.1</b> Spelling his/her own first and last name using correct capitalization.</p> <p><b>WC 9.1a</b> Reproducing his/her own first and last name.</p> <p><b>WC 9.2</b> Spelling common/high frequency words.</p> <p><b>WC 9.3</b> Using capitalization in writing a paragraph, letter, story or poem.</p> <p><b>WC 9.3a</b> Capitalizing proper nouns.</p> <p><b>WC 9.3b</b> Capitalizing the beginnings of sentences.</p> <p><b>WC 9.3c</b> Capitalizing titles.</p> <p><b>WC 9.4</b> Using punctuation marks to clarify meaning.</p> <p><b>WC 9.4a</b> Using periods, question marks, exclamation points, <u>and commas</u> (e.g., series, dates).</p> <p><b>WC 9.5</b> <u>Using parts of speech.</u></p> <p><b>WC 9.5a</b> Using singular and plural forms of nouns.</p> <p><b>WC 9.5b</b> <u>Using simple verb tenses and subject-verb agreement.</u></p> <p><b>WC 9.5c</b> <u>Using nouns and pronouns.</u></p>

## **Glossary of terms:**

**Character** - A person, animal or object that takes part in the action of a literary work. The main or major character is the most important and central to the action. A minor or supporting character is one who takes part in the action, but is not the focus of the attention.

**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.

**Conclusion** - The last part of a text that provides an effective ending. It may include a call to action, or universalize the points in the text, or provide a brief summary.

**Concrete or Specific Details** - Details are concrete when they can be seen, heard, smelled, tasted, or touched.

**Context** - The set of facts or circumstances surrounding an event or a situation, explanation of characters, or definition of important ideas in a text; the background information the reader needs in order to fully understand the message of the text.

**Controlling idea** - The main idea/focus that runs throughout a paper or text.

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

**Focus** - The concentration of a specific idea(s) within the topic the writer is addressing; the main/central idea that runs through a text. (e.g., 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. (For 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.)

**Informational text** - Material (e.g., pictures, symbols, objects, and/or text) that provides facts, ideas, and principles that are related to the physical, biological, or social world; classified as non-fiction text. Informational text can be REFERENCE materials, e.g., dictionaries, glossaries, magazines, encyclopedias, content trade books, newspapers, textbooks, biographies, Internet websites, etc. Informational text can also be PRACTICAL texts, e.g., procedures, instructions, announcements, invitations, book orders, recipes, menus, etc.

**Literary text** – Texts that tell a story to make a point, express a personal opinion, and/or to entertain.

**Narrative** - A story, actual or fictional, expressed orally or in writing; a text that tells about a sequence of events.

**Narrative text** - Material (e.g., pictures, symbols, objects, words, or printed text) that recounts or tells a story.

**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.

**Plot** - The plan, design, story line, or pattern of events in a work of fiction or a poem.

**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** - An allusion to or mentioning of something in the text without directly quoting the text. (e.g., Pip was frightened when he met the convict in the graveyard.)

**Retelling** - A restatement of the events in the story.

**Sensory Language** - A description that includes any or all of the five senses: sight, smell, touch, taste, and sound.

**Setting** - The time and place of the action in a literary work. The setting includes all details of a place and time. In most stories, the setting serves as a backdrop or context in which the characters interact and the plot progresses.

**Sentence structures** – A sentence may be one of four kinds, depending upon the number and type(s) of clauses it contains. A SIMPLE sentence has one independent clause containing a subject, a verb, and one complete thought, e.g., Tom reads novels. A COMPOUND sentence has two independent clauses joined by a coordinating conjunction (for, and, nor, but, or, yet, so), or a conjunctive adverb (e.g. however, therefore), or a semicolon alone, e.g., Tom reads novels; his friends read magazines. A COMPLEX sentence has one dependent clause containing a subject and a verb, but no complete thought (headed by a subordinating conjunction or a relative pronoun) joined to an independent clause., e.g., although Tom reads novels, his friends read magazines.

A DECLARATIVE sentence states an idea. An INTERROGATIVE sentence is a sentence that asks a question. An EXCLAMATORY sentence shows strong feeling.

**Summarizing** - Presenting the main/central points of a larger work in condensed form.

**Text structure** - The way information is organized and presented (e.g., fiction texts and biographies generally use a narrative structure and are meant to be read from beginning to end; nonfiction or informational texts are organized by topics or into sections, using text features such as headings, bold print, transitional words/phrases).

**Theme** - The central idea, message, concern, or purpose in a literary work, stated directly or indirectly (e.g., in the book *The Pancake* by Anita Loebel, “People should work together” or “Don’t be too cocky” are themes).

**Transitions** - Words or phrases that help tie ideas together (e.g., however, on the other hand, since, first).