

WRITTEN AND ORAL COMMUNICATION

Kindergarten – Grade12

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

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

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

Writing Genres Defined

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

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

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

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

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

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

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

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Glossary of Writing Terms

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

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

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

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

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

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

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

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

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

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

Counter Argument – See antithesis.

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

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

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

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

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

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

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

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

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

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

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

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

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

Retelling - A restatement of the events in the story.

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

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

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

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

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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 or the personality of a chosen persona. A distinctive voice establishes personal expression and enhances the writing.

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Appendix B: Overview of The Writing Process

Source: Adapted from New England Compact GLE Development, Stimson, Hyman, Bourassa, 2003

Aspects of the Writing Process	Strategies
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.

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