

# New England Common Assessment Program (NECAP) Grade Level Expectations (GLEs) for Writing in Grades 3-8

## Introduction

The New England Common Assessment Program (NECAP) Writing GLEs have been developed as a means to identify the writing content knowledge and skills expected of all students, for large-scale assessment of writing. (It is anticipated that student writing will be assessed through large-scale assessment in grades 5 and 8 only.) ***NECAP GLEs are meant to capture the “big ideas” of writing that can be assessed in an on-demand setting, without narrowing the curriculum locally.*** NECAP GLEs *are not intended* to represent the full writing curriculum for instruction and assessment locally, at each grade. Each NECAP partner state is in the process of developing a set of local GLEs to accompany these NECAP writing GLEs, for local assessment purposes. All of the NECAP GLEs described in this document are expected to be assessed both locally and through large-scale assessment. “Local GLEs” in writing include concepts and skills not easily assessed in an on-demand setting (e.g., the writing process) and GLEs at grade levels not identified for large-scale assessment. (For example, if grades 5 and 8 are assessed at the state level, the GLEs at grades 3, 4, 6, and 7 would be considered “local” GLEs.) NECAP partner states developed these writing GLEs for grades 3-8 in order to provide context and continuity of instruction across all grades. Grade Level Expectations in writing - at any grade level - 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.

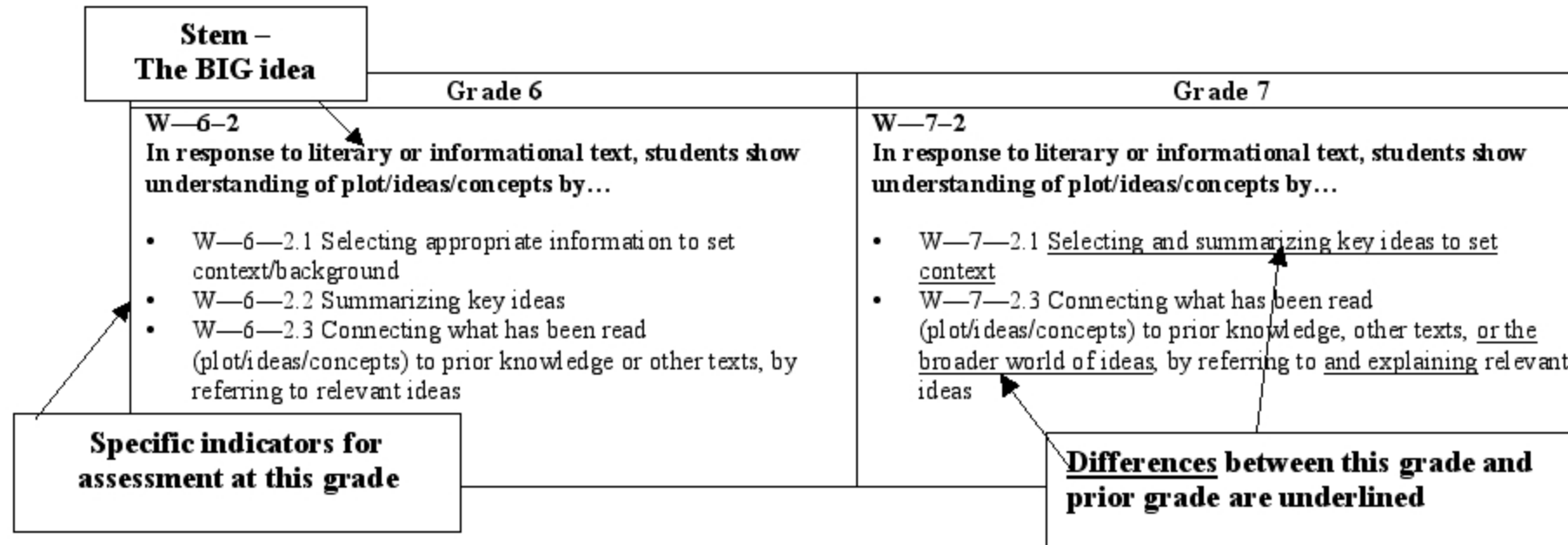
The NECAP GLEs in this document can be interpreted as describing the grade level expectations for the end of the grade identified, or the beginning of the next grade. For example, grade 4 NECAP Writing GLEs identify grade level expectations in writing for both the end of grade 4 and the beginning of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

**As you review the NECAP Writing Grade Level Expectations, the following are important to understand:**

- 1) **There are nine NECAP writing GLEs**, organized into five writing content clusters: Structures of Language, Writing in Response to Literary or Informational Text, Narratives, Informational Writing (Reports, Procedures, Persuasive Writing), and Writing Conventions.
- 2) **The Writing Process** - drafting, revising, editing, critiquing, and publishing written products - is on-going throughout the school year and is best assessed within the classroom. There are no NECAP GLEs addressing the writing process for large-scale assessment. (See Appendix B for an overview of the Writing Process.)
- 3) **Writing Dimensions: Purpose, Organization, Details, Voice/Tone** are addressed throughout the set of NECAP Writing GLEs using descriptions appropriate to the related writing genres. GLEs #W2 - #W8 assess writing dimensions as they are applied to different types of writing. Writing Dimensions are not addressed, nor intended to be assessed with a single GLE.
- 4) **All of the concepts and skills identified at a given grade level are “fair game” for large-scale assessment purposes.** However, conjunctions used throughout this document have specific meaning. The use of the conjunction “or” means that a student can be assessed on all or just some of the elements of the GLE in a given year. The use of “and” between elements of a GLE means that the *intent* is to assess each element every year. In some situations, “or” is used when students have choices about how they will cite supporting evidence for their responses (e.g., when writing in response to text, a student might choose support an opinion or judgment about text with appropriate examples, quotations, or citations).
- 5) **Each NECAP GLE includes three parts.**
  - A **statement in bold**, called the “stem,” is at the beginning of each GLE. Each “stem” is the same or similar across the grades for a given GLE, and is meant to communicate the main curricular and instructional focus of the GLE across the grades.
  - The unbolded text within a GLE indicates how the GLE is specified at a given grade level. Often there are several specific indicators for the same GLE stem.
  - Differences between adjacent grades are underlined to indicate that new writing concepts or skills are appearing for the first time. (Note: Sometimes nothing is underlined within a GLE. In these situations, differences in adjacent grades “assumes an increasing level of writing skills applications,” as indicated with writing benchmarks illustrative for that grade.
- 6) **NECAP writing GLEs are coded** for the content area, the grade level, the GLE “stem” number, and the specific indicator for that GLE stem. (E.g., “W—4--6.2” means W (Writing) – 4 (grade 4) --6 (6<sup>th</sup> GLE “stem”) -- 2 (the second specific indicator for that GLE stem). The number of specific indicators for each writing GLE stem may vary from grade to grade.

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## Sample New England Common Assessment Program Writing GLE



## Overview of New England Common Assessment Program Grade Level Expectations for Writing

**GLE W1: Structures of Language – Applying Understanding of Sentences, Paragraphs, and Text Structures – Structures of Language are assessed within all genres of writing.**

**GLE W2 and W3: Writing in Response to Literary or Informational Text**

**GLE W4 and W5: Narratives**

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**GLE W6, W7, and W8: Informational Writing (Reports, Procedures, or Persuasive Writing)**

**GLE W9: Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics - Conventions are assessed within all genres of writing.**

<b>Structures of Language – Applying Understanding of Sentences, Paragraphs, Text Structures</b>					
<b>NECAP Recommends for Local Assessment at End of Grade 3</b>	<b>End of Grade 4</b>	<b>NECAP Recommends for Local Assessment at End of Grade 5</b>	<b>NECAP Recommends for Local Assessment at End of Grade 6</b>	<b>End of Grade 7</b>	<b>NECAP Recommends for Local Assessment at End of Grade 8</b>

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<p><b>W-3-1</b> Students demonstrate command of the structures of sentences, paragraphs, and text by...</p> <ul style="list-style-type: none"> <li>W-3-1.1 Writing a variety of complete simple sentences EXAMPLES: declarative, exclamatory, and interrogative</li> <li>W-3-1.5 Recognizing complete sentences EXAMPLES: simple and compound sentences</li> </ul>	<p><b>W-4-1</b> Students demonstrate command of the structures of sentences, paragraphs, and text by...</p> <ul style="list-style-type: none"> <li>W-4-1.1 Writing a variety of complete simple <u>and</u> compound sentences</li> <li>W-4-1.2 <u>Using the paragraph form: indenting, main idea, supporting details</u></li> </ul>	<p><b>W-5-1</b> Students demonstrate command of the structures of sentences, paragraphs, and text by...</p> <ul style="list-style-type: none"> <li>W-5-1.1 <u>Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)</u></li> <li>W-5-1.2 Using the paragraph form: indenting, main idea, supporting details</li> <li>W-5-1.3 <u>Recognizing organizational structures within paragraphs</u> EXAMPLES (of text structures): <u>description, sequential, chronology, proposition/support, compare/contrast</u> EXAMPLE: <u>When given a paragraph and a list of text structures, students identify structure used or their purposes</u></li> </ul>	<p><b>W-6-1</b> Students demonstrate command of the structures of sentences, paragraphs, and text by...</p> <ul style="list-style-type: none"> <li>W-6-1.1 Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)</li> <li>W-6-1.2 Using the paragraph form: indenting, main idea, supporting details</li> <li>W-6-1.3 Recognizing organizational structures <b>within</b> paragraphs EXAMPLES (of text structures): description, sequential chronology, proposition/support, compare/contrast</li> <li>W-6-1.4 <u>Applying a format and text structure appropriate to the purpose of the writing</u> EXAMPLE: <u>Given a paragraph, students write the next paragraph, using appropriate and consistent text structure</u></li> </ul>	<p><b>W-7-1</b> Students demonstrate command of the structures of sentences, paragraphs, and text by...</p> <ul style="list-style-type: none"> <li>W-7-1.1 Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)</li> <li>W-7-1.2 Using the paragraph form: indenting, main idea, supporting details</li> <li>W-7-1.3. Recognizing organizational structures <b>within</b> paragraphs <u>or within texts</u> EXAMPLES (of text structures): description, sequential chronology, proposition/support, compare/contrast, <u>problem/solution</u> EXAMPLE: When given a paragraph <u>or text</u> and a description of text structures, students identify structure used or their purposes</li> <li>W-7-1.4 Applying a format and text structure appropriate to the purpose of the writing</li> </ul>	<p><b>W-8-1</b> Students demonstrate command of the structures of sentences, paragraphs, and text by...</p> <ul style="list-style-type: none"> <li>W-8-1.1 Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)</li> <li>W-8-1.2 Using the paragraph form: indenting, main idea, supporting details</li> <li>W-8-1.3 Recognizing organizational structures <b>within</b> paragraphs <u>or within texts</u> EXAMPLES (of text structures): description, sequential chronology, proposition/support, compare/contrast, <u>problem/solution, cause/effect, investigation</u></li> <li>W-8-1.4 Applying a format and text structure appropriate to the purpose of the writing</li> </ul>
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<b>Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text</b>					
NECAP Recommends for Local Assessment at End of Grade 3	End of Grade 4	NECAP Recommends for Local Assessment at End of Grade 5	NECAP Recommends for Local Assessment at End of Grade 6	End of Grade 7	NECAP Recommends for Local Assessment at End of Grade 8
<p><b>W-3-2</b> In response to literary or informational text, students show understanding of plot /ideas/concepts by...</p> <ul style="list-style-type: none"> <li>• W-3-2.1 Selecting appropriate information to set context/background EXAMPLE (of providing context): Including author, title, brief summary</li> <li>• W-3-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts</li> </ul>	<p><b>W-4-2</b> In response to literary or informational text, students show understanding of plot /ideas/concepts by...</p> <ul style="list-style-type: none"> <li>• W-4-2.1 Selecting appropriate information to set context/background</li> <li>• W-4-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts</li> </ul>	<p><b>W-5-2</b> In response to literary or informational text, students show understanding of plot /ideas/concepts by...</p> <ul style="list-style-type: none"> <li>• W-5-2.1 Selecting appropriate information to set context/background EXAMPLE (of providing context): When introducing a character, making sure the reader understands who the character is</li> <li>• W-5-2.2 <u>Summarizing key ideas</u></li> <li>• W-5-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge <u>or other texts, by referring to relevant ideas</u></li> </ul>	<p><b>W-6-2</b> In response to literary or informational text, students show understanding of plot /ideas/concepts by...</p> <ul style="list-style-type: none"> <li>• W-6-2.1 Selecting appropriate information to set context/background</li> <li>• W-6-2.2 Summarizing key ideas</li> <li>• W-6-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts, by referring to relevant ideas</li> </ul>	<p><b>W-7-2</b> In response to literary or informational text, students show understanding of plot /ideas/concepts by...</p> <ul style="list-style-type: none"> <li>• W-7-2.1 <u>Selecting and summarizing key ideas to set context</u></li> <li>• W-7-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, <u>or the broader world of ideas, by referring to and explaining</u> relevant ideas</li> </ul>	<p><b>W-8-2</b> In response to literary or informational text, students show understanding of plot /ideas/concepts by...</p> <ul style="list-style-type: none"> <li>• W-8-2.1 Selecting and summarizing key ideas to set context</li> <li>• W-8-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas</li> </ul>

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<b>Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text</b>					
NECAP Recommends for Local Assessment at End of Grade 3	End of Grade 4	NECAP Recommends for Local Assessment at End of Grade 5	NECAP Recommends for Local Assessment at End of Grade 6	End of Grade 7	NECAP Recommends for Local Assessment at End of Grade 8
<p><b>W-3-3</b> In response to literary or informational text, students make and support analytical judgments about text by...</p> <ul style="list-style-type: none"> <li>• W-3-3.1 Stating a focus (purpose), when responding to a given question</li> <li>• W-3-3.2 Making inferences about content, events, characters, or setting</li> <li>• W-3-3.3 Using details or references to text to support focus (Note: support may include prior knowledge)</li> <li>• W-3-3.4 Organizing ideas, using basic transition words (e.g., first, next, then, finally) and having a concluding statement</li> </ul>	<p><b>W-4-3</b> In response to literary or informational text students make and support analytical judgments about text by...</p> <ul style="list-style-type: none"> <li>• W-4-3.1 Stating <u>and maintaining</u> a focus (purpose) when responding to a given question</li> <li>• W-4-3.2 Making inferences about content, events, characters, setting, or <u>common themes</u> EXAMPLE (of theme): honesty isn't always easy</li> <li>• W-4-3.3 <u>Using specific details and</u> references to text to support focus</li> <li>• W-4-3.4 Organizing ideas, using transition words/phrases and <u>writing a conclusion</u></li> </ul>	<p><b>W-5-3</b> In response to literary or informational text, students make and support analytical judgments about text by...</p> <ul style="list-style-type: none"> <li>• W-5-3.1 Stating and maintaining a focus (purpose) when responding to a given a question</li> <li>• W-5-3.2 Making inferences about the content, events, characters, setting, or common themes</li> <li>• W-5-3.3 Using specific details and references to text or <u>citations</u> to support focus</li> <li>• W-5-3.4 Organizing ideas, using transition words/phrases and <u>writing a conclusion that provides closure</u></li> </ul>	<p><b>W-6-3</b> In response to literary or informational text, students make and support analytical judgments about text by...</p> <ul style="list-style-type: none"> <li>• W-6-3.1 Stating and maintaining a focus (purpose), <u>a firm judgment, or point of view</u> when responding to a given question</li> <li>• W-6-3.2 Making inferences about content, events, characters, setting, or common themes and the <u>relationship(s) among them</u> EXAMPLE: Identifying theme and then making links between content/events and theme</li> <li>• W-6-3.3 Using specific details and references to text or <u>relevant citations to support focus or judgment</u></li> <li>• W-6-3.4 Organizing ideas, using transition words/phrases and writing a conclusion that provides closure</li> </ul>	<p><b>W-7-3</b> In response to literary or informational text, students make and support analytical judgments about text by...</p> <ul style="list-style-type: none"> <li>• W-7-3.1 Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question</li> <li>• W-7-3.2 Making inferences about the relationship(s) among content, events, characters, setting, <u>theme, or author's craft</u> EXAMPLES: Making links between <u>characterization and author's choice of words; making links to characteristics of literary forms or genres</u></li> <li>• W-7-3.3 Using specific details and references to text or relevant citations to support focus or judgment</li> <li>• W-7-3.4 Organizing ideas, using transition words/phrases and writing a conclusion that provides closure</li> </ul>	<p><b>W-8-3</b> In response to literary or informational text, students make and support analytical judgments about text by...</p> <ul style="list-style-type: none"> <li>• W-8-3.1 Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question</li> <li>• W-8-3.2 Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft 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</li> <li>• W-8-3.3 Using specific details and references to text or relevant citations to support focus or judgment</li> <li>• W-8-3.4 Organizing ideas, using transition words/phrases and <u>drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas)</u></li> </ul>

## New England Common Assessment Program (NECAP) Grade Level Expectations (GLEs) for Writing in Grades 3-8

### Narrative Writing – Creating a Story Line and Applying Narrative Strategies

NECAP Recommends for Local Assessment at End of Grade 3	End of Grade 4	NECAP Recommends for Local Assessment at End of Grade 5	NECAP Recommends for Local Assessment at End of Grade 6	End of Grade 7	NECAP Recommends for Local Assessment at End of Grade 8
<p><b>W-3-4</b> In written narratives, students organize and relate a story line/plot/series of events by...</p> <ul style="list-style-type: none"> <li>W-3-4.1 Creating a clear, understandable story line with a beginning, middle, and end</li> </ul>	<p><b>W-4-4</b> In written narratives, students organize and relate a story line/plot/series of events by...</p> <ul style="list-style-type: none"> <li>W-4-4.1 Creating a clear, understandable story line with a beginning, middle, and end</li> <li>W-4-4.2 <u>Establishing a problem and solution</u></li> </ul>	<p><b>W-5-4</b> In written narratives, students organize and relate a story line/plot/series of events by...</p> <ul style="list-style-type: none"> <li>W-5-4.1 Creating a clear and <u>coherent</u> (logically consistent) story line</li> <li>W-5-4.2 <u>Establishing context (setting or background information), problem/conflict/challenge, and resolution</u></li> <li>W-5-4.3 <u>Using transition words/phrases to establish clear chronology and to enhance meaning</u></li> </ul>	<p><b>W-6-4</b> In written narratives, students organize and relate a story line/plot/series of events by...</p> <ul style="list-style-type: none"> <li>W-6-4.1 Creating a clear and coherent (logically consistent) story line</li> <li>W-6-4.2 Establishing context, problem/conflict/challenge, and resolution, and <u>maintaining point of view, (1<sup>st</sup> person, 3<sup>rd</sup> person, or omniscient)</u></li> <li>W-6-4.3 Using transition words/phrases to establish clear chronology and to enhance meaning</li> </ul>	<p><b>W-7-4</b> In written narratives, students organize and relate a story line/plot/series of events by...</p> <p>W-7-4.1 Creating a clear and coherent (logically consistent) story line</p> <p>W-7-4.2 Establishing context, <u>character motivation</u>, problem/conflict/challenge, and resolution, and maintaining point of view</p> <p>W-7-4.3 <u>Using a variety of effective transitional devices (e.g., ellipses, time transitions, white space, words/phrases) to enhance meaning</u></p>	<p><b>W-8-4</b> In written narratives, students organize and relate a story line/plot/series of events by...</p> <ul style="list-style-type: none"> <li>W-8-4.1 Creating a clear and coherent (logically consistent) story line</li> <li>W-8-4.2 Establishing context, character motivation, problem/conflict/challenge, and resolution, and maintaining point of view</li> <li>W-8-4.3 Using a variety of effective transitional devices (e.g., ellipses, time transitions, white space, words/phrases) to enhance meaning</li> </ul>

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<b>Narrative Writing – Creating a Story Line and Applying Narrative Strategies</b>					
NECAP Recommends for Local Assessment at End of Grade 3	End of Grade 4	NECAP Recommends for Local Assessment at End of Grade 5	NECAP Recommends for Local Assessment at End of Grade 6	End of Grade 7	NECAP Recommends for Local Assessment at End of Grade 8
<p><b>W-3-5</b> Students demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> <li>• W-3-5.1 Using details</li> <li>• W-3-5.3 Identifying characters</li> </ul>	<p><b>W-4-5</b> Students demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> <li>• W-4-5.1 Using <u>relevant and descriptive</u> details</li> <li>• W-4-5.3 Identifying characters</li> </ul>	<p><b>W-5-5</b> Students demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> <li>• W-5-5.1 Using relevant and descriptive details <u>to advance the plot/story line</u></li> <li>• W-5-5.2 <u>Using dialogue to advance plot/story line</u></li> <li>• W-5-5.3 <u>Developing characters through description</u></li> </ul>	<p><b>W-6-5</b> Students demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> <li>• W-6-5.1 Using relevant and descriptive details <u>and sensory language</u> to advance the plot/story line EXAMPLE: I could hear bells ringing. It sent shivers down my spine.</li> <li>• W-6-5.2 Using dialogue to advance plot/story line</li> <li>• W-6-5.3 Developing characters through description, <u>dialogue, and actions</u></li> <li>• W-6-5.4 <u>Using voice appropriate to purpose</u></li> <li>• W-6-5.5 <u>Maintaining focus</u></li> </ul>	<p><b>W-7-5</b> Students demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> <li>• W-7-5.1 Using relevant and descriptive details and sensory language to advance the plot/story line</li> <li>• W-7-5.2 Using dialogue to advance plot/story line</li> <li>• W-7-5.3 Developing characters through description, dialogue, and actions</li> <li>• W-7-5.4 Using voice appropriate to purpose</li> <li>• W-7-5.5 Maintaining focus</li> </ul>	<p><b>W-8-5</b> Students demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> <li>• W-8-5.1 <u>Creating images</u>, using details and sensory language to advance the plot/story line</li> <li>• W-8-5.2 Using dialogue to advance plot/story line</li> <li>• W-8-5.3 Developing characters through description, dialogue, actions, <u>and relationships with other characters, when appropriate</u></li> <li>• W-8-5.4 Using voice appropriate to purpose</li> <li>• W-8-5.5 Maintaining focus</li> <li>• W-8-5.6 <u>Controlling the pace of the story</u> EXAMPLE: Developing the narrative with greatest emphasis on the most important parts</li> </ul>

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<b>Informational Writing (Reports, Procedures, or Persuasive Writing) – Organizing and Conveying Information</b>					
NECAP Recommends for Local Assessment at End of Grade 3	End of Grade 4	NECAP Recommends for Local Assessment at End of Grade 5	NECAP Recommends for Local Assessment at End of Grade 6	End of Grade 7	NECAP Recommends for Local Assessment at End of Grade 8
<p><b>W-3-6</b> <b>In informational writing, students organize ideas/concepts by ...</b></p> <ul style="list-style-type: none"> <li>• W-3-6.1 Grouping ideas with a beginning, middle, and end</li> <li>• W-3-6.3 Using basic transition words, when appropriate</li> </ul> <p>EXAMPLES: first, then, next, finally</p>	<p><b>W-4-6</b> <b>In informational writing, students organize ideas/concepts by ...</b></p> <ul style="list-style-type: none"> <li>• W-4-6.1 Grouping ideas <u>logically</u> (e.g., <u>predictable categories, steps of a procedure, reasons/arguments</u>)</li> <li>• W-4-6.2 <u>Writing an introduction that sets the context (including materials list in procedures)</u></li> <li>• W-4-6.3 <u>Using transition words or phrases</u></li> <li>• W-4-6.4 <u>Writing a conclusion</u></li> </ul>	<p><b>W-5-6</b> <b>In informational writing, students organize ideas/concepts by ...</b></p> <ul style="list-style-type: none"> <li>• W-5-6.1 <u>Using an organizational text structure appropriate to focus/controlling idea</u> EXAMPLES (of text structures): <u>description, sequential, chronology, proposition/support, compare/contrast</u></li> <li>• W-5-6.2 <u>Selecting appropriate information to set the context</u></li> <li>• W-5-6.3 Using transition words or phrases <u>appropriate to organizing text structure</u> EXAMPLES: for procedures – using numbering, ordering; for compare/contrast - using “on the other hand”</li> <li>• W-5-6.4 Writing a conclusion that <u>provides closure</u>.</li> </ul>	<p><b>W-6-6</b> <b>In informational writing, students organize ideas/concepts by ...</b></p> <ul style="list-style-type: none"> <li>• W-6-6.1 Using an organizational text structure appropriate to focus/controlling idea EXAMPLES (of text structures): <u>description, sequential, chronology, proposition/support, compare/contrast</u></li> <li>• W-6-6.2 Selecting appropriate information to set context, <u>which may include a lead/hook</u> EXAMPLES (of lead/hook): <u>startling statistic, anecdote/scenario, moving from the general to the specific, quotation</u></li> <li>• W-6-6.3 Using transition words or phrases appropriate to organizational text structure</li> <li>• W-6-6.4 Writing a conclusion that provides closure</li> </ul>	<p><b>W-7-6</b> <b>In informational writing, students organize ideas/concepts by ...</b></p> <ul style="list-style-type: none"> <li>• W-7-6.1 Using an organizational text structure appropriate to focus/controlling idea EXAMPLES (of text structures): <u>description, sequential, chronology, proposition/support, compare/contrast, problem/solution</u></li> <li>• W-7-6.2 Selecting appropriate information to set context, which may include a lead/hook,</li> <li>• W-7-6.3 Using transition words or phrases appropriate to organizational text structure</li> <li>• W-7-6.4 Writing a conclusion that provides closure</li> </ul>	<p><b>W-8-6</b> <b>In informational writing, students organize ideas/concepts by ...</b></p> <ul style="list-style-type: none"> <li>• W-8-6.1 Using an organizational text structure appropriate to focus/controlling idea EXAMPLES (of text structures): <u>chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation</u></li> <li>• W-8-6.2 Selecting appropriate information to set context, which may include a lead/hook</li> <li>• W-8-6.3 Using transition words or phrases appropriate to organizational text structure</li> <li>• <u>W-8-6.4 Drawing a conclusion by synthesizing information</u> EXAMPLES: in reports and persuasive – something discovered/new insights (aha!) or stating the significance (so what?); in procedures – conclusion advances readers’ knowledge</li> </ul>

## New England Common Assessment Program (NECAP) Grade Level Expectations (GLEs) for Writing in Grades 3-8

<b>Informational Writing (Reports, Procedures, or Persuasive Writing) – Organizing and Conveying Information</b>					
NECAP Recommends for Local Assessment at End of Grade 3	End of Grade 4	NECAP Recommends for Local Assessment at End of Grade 5	NECAP Recommends for Local Assessment at End of Grade 6	End of Grade 7	NECAP Recommends for Local Assessment at End of Grade 8
<p><b>W-3-7</b>  <b>In informational writing, students effectively convey purpose by...</b></p> <ul style="list-style-type: none"> <li>• W-3-7.1 Establishing a topic</li> <li>• W-3-7.2 Stating a focus/controlling idea on a topic</li> </ul> <p>EXAMPLES: “Dogs” = topic; “Dogs make good pets” = focus</p>	<p><b>W-4-7</b>  <b>In informational writing, students effectively convey purpose by...</b></p> <ul style="list-style-type: none"> <li>• W-4-7.2 Stating and <u>maintaining</u> a focus/controlling idea on a topic</li> </ul>	<p><b>W-5-7</b>  <b>In informational writing, students effectively convey purpose by...</b></p> <ul style="list-style-type: none"> <li>• W-5-7.2 Stating and maintaining a focus/controlling idea on a topic</li> </ul>	<p><b>W-6-7</b>  <b>In informational writing, students effectively convey purpose by...</b></p> <ul style="list-style-type: none"> <li>• W-6-7.2 Stating and maintaining a focus/controlling idea on a topic</li> </ul>	<p><b>W-7-7</b>  <b>In informational writing,, students effectively convey purpose by ...</b></p> <ul style="list-style-type: none"> <li>• W-7-7.2 Stating and maintaining a focus/controlling idea</li> <li>• W-7-7.3 <u>Writing with a sense of audience, when appropriate</u></li> </ul>	<p><b>W-8-7</b>  <b>In informational writing,, students effectively convey purpose by...</b></p> <ul style="list-style-type: none"> <li>• W-8-7.2 Stating and maintaining a focus/controlling idea/<u>thesis</u></li> <li>• W-8-7.3 Writing with a sense of audience, when appropriate</li> <li>• W-8-7.4 <u>Establishing an authoritative voice</u></li> </ul>

## New England Common Assessment Program (NECAP) Grade Level Expectations (GLEs) for Writing in Grades 3-8

### Informational Writing (Reports, Procedures, or Persuasive Writing) – Using Elaboration Strategies

NECAP Recommends for Local Assessment at End of Grade 3	End of Grade 4	NECAP Recommends for Local Assessment at End of Grade 5	NECAP Recommends for Local Assessment at End of Grade 6	End of Grade 7	NECAP Recommends for Local Assessment at End of Grade 8
<p><b>W-3-8</b> In informational writing, students demonstrate use of a range of elaboration strategies by ...</p> <ul style="list-style-type: none"> <li>W-3-8.1 Including details/information relating to topic</li> <li>W-3-8.2 Including details/information relevant to focus</li> <li>W-3-8.3 Including details for appropriate depth of information: naming, describing, explaining, comparing, use of visual images</li> </ul>	<p><b>W-4-8</b> In informational writing, students demonstrate use of a range of elaboration strategies by ...</p> <ul style="list-style-type: none"> <li>W-4-8.2 Including facts and details relevant to focus/<u>controlling idea</u></li> <li>W-4-8.3 Including <u>sufficient details or facts</u> for appropriate depth of information: naming, describing, explaining, comparing, use of visual images</li> </ul>	<p><b>W-5-8</b> In informational writing, students demonstrate use of a range of elaboration strategies by ...</p> <ul style="list-style-type: none"> <li>W-5-8.2 Including facts and details relevant to focus/<u>controlling idea</u>, and <u>excluding extraneous information</u></li> <li>W-5-8.3 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images</li> </ul>	<p><b>W-6-8</b> In informational writing, students demonstrate use of a range of elaboration strategies by ...</p> <ul style="list-style-type: none"> <li>W-6-8.2 Including facts and details relevant to focus/<u>controlling idea</u>, and excluding extraneous information</li> <li>W-6-8.3 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images</li> <li>W-6-8.4 <u>Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports)</u></li> </ul>	<p><b>W-7-8</b> In informational writing, students demonstrate use of a range of elaboration strategies by ...</p> <ul style="list-style-type: none"> <li>W-7-8.2 Including facts and details relevant to focus/<u>controlling idea</u>, and excluding extraneous information</li> <li>W-7-8.3 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images</li> <li>W-7-8.4 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports)</li> <li>W-7-8.5 <u>Commenting on the significance of information, when appropriate</u></li> </ul>	<p><b>W-8-8</b> In informational writing, students demonstrate use of a range of elaboration strategies by ...</p> <ul style="list-style-type: none"> <li>W-8-8.2 Including facts and details relevant to focus/<u>controlling idea</u>, and excluding extraneous information</li> <li>W-8-8.3 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images</li> <li>W-8-8.4 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports)</li> <li>W-8-8.5 Commenting on the significance of the information, when appropriate</li> </ul>

# New England Common Assessment Program (NECAP) Grade Level Expectations (GLEs) for Writing in Grades 3-8

<b>Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics</b>					
NECAP Recommends for Local Assessment at End of Grade 3	End of Grade 4	NECAP Recommends for Local Assessment at End of Grade 5	NECAP Recommends for Local Assessment at End of Grade 6	End of Grade 7	NECAP Recommends for Local Assessment at End of Grade 8
<p><b>W-3-9</b> In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> <li>• W-3-9.2 Using capital letters for the beginning of sentences and names</li> <li>• W-3-9.4 Using <i>end</i> punctuation correctly in simple sentences (i.e., period, question mark, exclamation point)</li> <li>• W-3-9.5 Correctly spelling grade-appropriate, high-frequency words and using within-word patterns to correct spelling EXAMPLES: single syllable words, regular long and short vowels</li> </ul>	<p><b>W-4-9</b> In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> <li>• W-4-9.1 <u>Identifying grammatical errors, when given examples</u> EXAMPLES: <u>he don't</u>; <u>Him and me went</u></li> <li>• W-4-9.2 <u>Applying basic capitalization rules</u> EXAMPLES: names, beginning sentences, <u>proper nouns, titles</u></li> <li>• W-4-9.3 <u>Using commas correctly in dates and in a series</u> (Note: either form is correct – <u>x, y, and z</u> or <u>x, y and z</u>)</li> <li>• W-4-9.4 Using <i>end</i> punctuation correctly in a variety of sentence structures</li> <li>• W-4-9.5 Correctly spelling grade-appropriate, high-frequency words and recognizing syllables and affix patterns/rules that are characteristic of the English spelling system EXAMPLES: <u>consonant doubling, change y to i, drop silent e, spelling rules for affixes</u></li> </ul>	<p><b>W-5-9</b> In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> <li>• W-5-9.1 Identifying or <u>correcting</u> grammatical errors EXAMPLES: <u>subject-verb agreement</u></li> <li>• W-5-9.2 Applying basic capitalization rules</li> <li>• W-5-9.4 <u>Using punctuation to clarify meaning</u> EXAMPLES: <u>commas, apostrophes, quotation marks</u></li> <li>• W-5-9.5 Correctly spelling grade-appropriate, high-frequency words, <u>including homonyms and homophones and applying syllables and affix spelling patterns/rules</u> EXAMPLES: <u>consonant doubling, consonant patterns, units of meaning – common roots, base words, pre/suffixes</u></li> </ul>	<p><b>W-6-9</b> In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> <li>• W-6-9.1 <u>Applying rules of standard English usage to correct grammatical errors</u> EXAMPLES: <u>subject-verb agreement, irregular plurals, sentence fragments and run-ons</u></li> <li>• W-6-9.2 Applying basic capitalization rules</li> <li>• W-6-9.4 Using punctuation to clarify meaning</li> <li>• W-6-9.5 Correctly spelling grade-appropriate, high-frequency words, including homonyms and homophones and applying syllables and affix spelling patterns/rules EXAMPLES: <u>consonant doubling, consonant patterns, units of meaning – common roots, base words, pre/suffixes</u></li> </ul>	<p><b>W-7-9</b> In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> <li>• W-7-9.1 Applying rules of standard English usage to correct grammatical errors EXAMPLES: <u>Clear pronoun referent, subject-verb agreement, consistency of verb tense, irregular forms of verbs and nouns</u></li> <li>• W-7-9.2 <u>Applying capitalization rules</u></li> <li>• W-7-9.4 <u>Applying appropriate punctuation to various sentence patterns to enhance meaning</u> EXAMPLES: <u>colons, semicolons</u></li> <li>• W-7-9.5 Correctly spelling grade-appropriate, high-frequency words and applying conventional spelling patterns/rules EXAMPLES: <u>consonant doubling, consonant patterns, units of meaning – common roots, base words, pre/suffixes</u></li> </ul>	<p><b>W-8-9</b> In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> <li>• W-8-9.1 Applying rules of standard English usage to correct grammatical errors EXAMPLES: <u>subject-verb agreement, pronoun-antecedent, consistency of verb tense, case of pronouns</u></li> <li>• W-8-9.2 Applying capitalization rules</li> <li>• W-8-9.4 Applying appropriate punctuation to various sentence patterns to enhance meaning EXAMPLES: <u>hyphens, dashes, parentheses</u></li> <li>• W-8-9.5 Applying conventional <u>and word-derivative spelling patterns/rules</u> EXAMPLES: <u>identifying relationships among roots and common pre/suffixes, including foreign derivation</u></li> </ul>

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

# New England Common Assessment Program (NECAP) Grade Level Expectations (GLEs) for Writing in Grades 3-8

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

NECAP Partner States have grouped the NECAP Writing GLEs into five writing content clusters:

**Structures of Language (Applies to all Genres of Writing)**

**Writing in Response to Literary or Informational Text**

**Narratives**

**Informational Writing (Reports, Procedures, Persuasive Writing)**

**Writing Conventions (Applies to all Genres of Writing)**

### Writing Genres Defined

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

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

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

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

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

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

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

# New England Common Assessment Program (NECAP) Grade Level Expectations (GLEs) for Writing in Grades 3-8

## Glossary of Writing Terms

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

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

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

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

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

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

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

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

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

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

**Counter Argument** – See antithesis.

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

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

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

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

# New England Common Assessment Program (NECAP) Grade Level Expectations (GLEs) for Writing in Grades 3-8

**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).

## New England Common Assessment Program (NECAP) Grade Level Expectations (GLEs) for Writing in Grades 3-8

**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.

# New England Common Assessment Program (NECAP) Grade Level Expectations (GLEs) for Writing in Grades 3-8

<b>Appendix B: Overview of The Writing Process</b>	
<small>Source: Adapted from New England Compact GLE Development, Stimson, Hyman, Bourassa, 2003</small>	
<b>Aspects of the Writing Process</b>	<b>Strategies</b>
	<b>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.</b>
<b>Prewriting</b>	<ul style="list-style-type: none"> <li>• Establish a purpose and central/controlling idea or focus</li> <li>• Generate ideas – mapping, webbing, note taking, interviewing, researching, etc.</li> <li>• Organize ideas – consider other models of good writing, appropriate text structures to match purpose, various ways to organize information, etc.</li> </ul>
<b>Drafting</b>	<ul style="list-style-type: none"> <li>• Written draft(s) for an intended audience</li> <li>• Develop topic, elaborate, explore sentence variety and language use</li> </ul>
<b>Revising (Content/Ideas)</b>	<ul style="list-style-type: none"> <li>• Reflect, add, delete, define/redefine content by self, teacher, peer</li> <li>• Consider voice, tone, style, intended audience, coherence, transitions, pacing</li> <li>• Compare with rubric criteria and benchmark papers/models</li> </ul>
<b>Editing (Conventions and Mechanics)</b>	<ul style="list-style-type: none"> <li>• Check for correctness with self, teacher, peer</li> <li>• Compare with rubric criteria and benchmark papers/models</li> <li>• Use resources to support editing</li> <li>• Read aloud with self, teacher, peer</li> </ul>
<b>Publishing</b>	<ul style="list-style-type: none"> <li>• Share final draft with intended audience – orally, in print, electronically, etc.</li> </ul>