

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

Writing

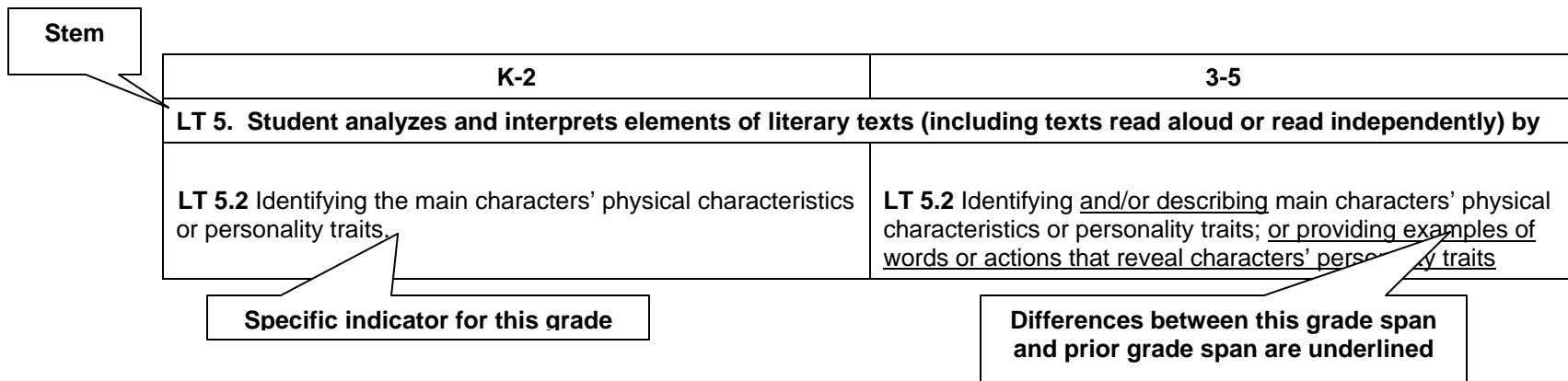
The **Alternate Grade-Span Level Expectations** (AGSEs) are derived and expanded from the New England Common Assessment Program (NECAP) Grade Level Expectations in reading and writing.

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

The text in regular type within each AGSE indicates how the AGSE is specified at a given grade span. There are often several indicators for each AGSE stem. Each indicator is coded. The language and order of the AGSE 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 AGSE 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 AGSEs 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

*each content area will have three grade span assessments: K-2, 3-5, 6-8, and 11.

Alternate Assessment Instructional Terms

<p>Communication: 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>Participation: 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>Application: transferring knowledge from content concepts to practical/concrete situations/activities/routines through the child's mode of participation.</p>
<p>Associate: connect ideas using child's mode of communication.</p>	<p>Create: 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>Awareness: emergent knowledge.</p>
<p>Describe: give characteristics, examples, and/or attributes through the child's mode of communication.</p>	<p>Engage: student actively participates.</p>	<p>Compare: identifying similarities and differences between two or more items.</p>
<p>Determine: see Identify/Indicate</p>	<p>Explore: student participates through manipulating/attending to content related materials.</p>	<p>Demonstrate: apply knowledge to show (understand) comprehension of content concepts through the child's mode of communication and/or participation.</p>
<p>Discriminate: using known information, the student makes appropriate responses within a group of two or more choices.</p>	<p>Locating: using known information, the student makes an appropriate response.</p>	<p>Distinguish: using known information, the student makes appropriate responses within a group of two or more choices.</p>
<p>Discuss: a social exchange of content related information through the student's mode of communication.</p>	<p>Make decision: based on given content information, make an appropriate choice related to the task.</p>	<p>Employ: apply knowledge to demonstrate comprehension (understand) of math concepts through the child's mode of communication and/or participation.</p>
<p>Identify/Indicate: give an appropriate response by showing, naming, giving or selecting through the child's mode of communication.</p>	<p>Observation: information gained via senses.</p>	<p>Obtain: using known information, the student makes an appropriate response.</p>

Justify: based on information/data, support a content concept using the student's mode of communication.	Reproduce: recreate a representation of a math concept through the child's mode of participation.	Reacting: physical response to stimuli.
Pose: a communicative act to request information through the child's mode of communication.		Show: apply knowledge to demonstrate comprehension (understand) of math concepts through the child's mode of communication and/or participation.
Predict: based on given information, student will identify what comes next or what outcome is possible through their mode of communication.		Use: apply knowledge to demonstrate comprehension (understand) of math concepts through the child's mode of communication and/ or participation.
Reading: using the child's mode of receptive communication to derive meaning from text, symbols and numbers.		
Recognize: see Identify/Indicate		
Represent: show an understanding of a concept through the child's mode of communication.		
Say: a communication act to give information through the student's mode of communication.		
Select: see Identify.		
Text: pictures/symbols/objects/actions/words		
Writing: 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. Student demonstrates command of the structures of sentences, paragraphs, and text by			
K-2	3-5	6-8	High School
<p>SL 1.1 Creating pictures, symbols, objects, and/or oral language to communicate meaning.</p> <p>SL 1.2 Demonstrating understanding that pictures, symbols, objects, and words are written and read left to right, top to bottom, and front to back.</p> <p>SL 1.3 Recognizing and distinguishing between letters and between letters and other written symbols.</p> <p>SL1.3a Recognizing and distinguishing between upper and lower case letters.</p> <p>SL1.3b Recognizing and distinguishing between letters and numbers.</p> <p>SL1.3c Recognizing and distinguishing between letters and punctuation marks.</p>	<p>SL 1.1 Creating pictures, symbols, objects, and/or oral language to communicate meaning.</p> <p>SL 1.2 Demonstrating understanding that pictures, symbols, objects, and words are written and read left to right, top to bottom, and front to back.</p> <p>SL 1.3 Recognizing and distinguishing between letters and between letters and other written symbols.</p> <p>SL1.3a Recognizing and distinguishing between upper and lower case letters.</p> <p>SL1.3b Recognizing and distinguishing between letters and numbers.</p> <p>SL1.3c Recognizing and distinguishing between letters and punctuation marks.</p>	<p>SL 1.1 Creating pictures, symbols, objects, and/or oral language to communicate meaning.</p> <p>SL 1.2 Demonstrating understanding that pictures, symbols, objects, and words are written and read left to right, top to bottom, and front to back.</p> <p>SL 1.3 Recognizing and distinguishing between letters and between letters and other written symbols.</p> <p>SL1.3a Recognizing and distinguishing between upper and lower case letters.</p> <p>SL1.3b Recognizing and distinguishing between letters and numbers.</p> <p>SL1.3c Recognizing and distinguishing between letters and punctuation marks.</p>	<p>SL 1.1 Creating pictures, symbols, objects, and/or oral language to communicate meaning.</p> <p>SL 1.2 Demonstrating understanding that pictures, symbols, objects, and words are written and read left to right, top to bottom, and front to back.</p> <p>SL 1.3 Recognizing and distinguishing between letters and between letters and other written symbols.</p> <p>SL1.3a Recognizing and distinguishing upper and lower case letters.</p> <p>SL1.3b Recognizing and distinguishing letters and numbers.</p> <p>SL1.3c Recognizing and distinguishing letters and punctuation marks.</p>

<p>SL 1.4 Expressing an idea with written language (letters, words, sentences).</p> <p>SL 1.4a Writing letters (upper and/or lower case) or parts of words (e.g., first letter of word) to communicate an idea.</p> <p>SL 14b Writing words, phrases, and simple sentences (subject and predicate) to communicate an idea.</p> <p>SL 1.5 Recognizing and using organizational structures within texts.</p> <p>SL1.5a Applying appropriate spacing when writing words and sentences.</p>	<p>SL 1.4 Expressing an idea with written language (letters, words, sentences).</p> <p>SL 1.4a Writing letters (upper and/or lower case) or parts of words (e.g., first letter of word) to communicate an idea.</p> <p>SL 14b Writing words, phrases, and simple sentences (subject and predicate) to communicate an idea.</p> <p>SL 1.5 Recognizing and using organizational structures within texts.</p> <p>SL1.5a Applying appropriate spacing when writing words and sentences.</p> <p>SL1.6 <u>Expressing ideas about a topic (sentences, paragraphs, texts).</u></p> <p>SL1.6a <u>Establishing a central idea with some supporting details.</u></p>	<p>SL 1.4 Expressing an idea with written language (letters, words, sentences).</p> <p>SL 1.4a Writing letters (upper and/or lower case) or parts of words (e.g., first letter of word) to communicate an idea.</p> <p>SL 14b Writing words, phrases, and simple sentences (subject and predicate) to communicate an idea.</p> <p>SL 1.4c <u>Using a variety sentence structures, such as, declarative, interrogative, simple, complex.</u></p> <p>SL 1.5 Recognizing and using organizational structures within texts.</p> <p>SL1.5a Applying appropriate spacing when writing words and sentences.</p> <p>SL1.5b <u>Distinguishing between sentences and paragraphs (e.g., indenting paragraphs or block format for paragraphs).</u></p> <p>SL1.6 Expressing ideas about a topic (sentences, paragraphs, texts).</p> <p>SL1.6a Establishing a central idea with some supporting details.</p> <p>SL 1.6b <u>Creating several simple related and ordered sentences (paragraph) to develop an idea/topic with</u></p>	<p>SL 1.4 Expressing an idea with written language (letters, words, sentences).</p> <p>SL 1.4 a Writing letters (upper and/or lower case) or parts of words (e.g., first letter of word) to communicate an idea.</p> <p>SL 14b Writing words, phrases, and simple sentences (subject and predicate) to communicate an idea.</p> <p>SL 1.4c Using a variety sentence structures, such as, declarative, interrogative, simple, complex.</p> <p>SL 1.5 Recognizing and using organizational structures within texts.</p> <p>SL1.5a Applying appropriate spacing when writing words and sentences.</p> <p>SL1.5b Distinguishing between sentences and paragraphs (e.g., indenting paragraphs or block format for paragraphs).</p> <p>SL1.6 Expressing ideas about a topic (sentences, paragraphs, texts).</p> <p>SL1.6a Establishing a central idea with some supporting details.</p> <p>SL 1.6b Creating several simple related and ordered sentences (paragraph) to develop an idea/topic with</p>
--	--	--	--

		<u>some supporting details</u>	some supporting details SL1.6c <u>Maintaining a central idea/focus with topic sentence(s) and supporting details and/or elaboration (paragraph and/or multi-paragraph texts)</u>
--	--	--------------------------------	--

Standard: Writing in Response to Literary or Informational Text (LT 2, LT 3)

LT-2 In response to literary or informational text, student shows understanding of plots, ideas, and concepts by			
K-2	3-5	6-8	High School
<p>LT 2.1 Selecting appropriate information to set the text's context/background.</p> <p>LT 2.1a Recognizing the title and/or author or drawing or selecting picture (e.g., student points to title of text).</p>	<p>LT 2.1 Selecting appropriate information to set the text's context/background.</p> <p>LT 2.1a Recognizing the title and/or author or drawing or selecting picture (e.g., student points to title of text).</p> <p>LT 2.1b <u>Retelling and/or summarizing the text.</u></p> <p>LT 2.2 <u>Connecting what has been read (the plot, ideas, and concepts) to prior knowledge, other texts, or the broader world of ideas.</u></p>	<p>LT 2.1 Selecting appropriate information to set the text's context/background.</p> <p>LT 2.1a Recognizing the title and/or author or drawing or selecting picture (e.g., student points to title of text).</p> <p>LT 2.1b Retelling and/or summarizing the text.</p> <p>LT 2.1c <u>Selecting and summarizing key ideas.</u></p> <p>LT 2.2 Connecting what has been read (the plot, ideas, and concepts) to prior knowledge, other texts, or the broader world of ideas.</p> <p>LT 2.2a <u>Referring to and explaining relevant ideas.</u></p>	<p>LT 2.1 Selecting appropriate information to set the text's context/background.</p> <p>LT 2.1a Recognizing the title and/or author or drawing or selecting picture (e.g., student points to title of text).</p> <p>LT 2.1b Retelling and/or summarizing the text.</p> <p>LT 2.1c Selecting and summarizing key ideas.</p> <p>LT 2.2 Connecting what has been read (the plot, ideas, and concepts) to prior knowledge, other texts, or the broader world of ideas.</p> <p>LT 2.2a Referring to and explaining relevant ideas.</p>

LT 3. In response to literary or informational text, student makes and supports analytical judgments about text by			
K-2	3-5	6-8	High School
<p>LT 3.1 Using prior knowledge or references to text to respond to a question.</p>	<p>LT 3.1 Using prior knowledge or references to text to respond to a question.</p> <p>LT 3.2 Stating a focus /purpose when responding to a given question.</p> <p>LT 3.3 <u>Describing content/ideas, events, characters, settings.</u></p> <p>LT 3.4 <u>Organizing ideas, using transitions (words, phrases) appropriately.</u></p>	<p>LT 3.1 Using prior knowledge or references to text to respond to a question.</p> <p>LT 3.2 Stating a focus/purpose, when responding to a given question.</p> <p>LT 3.2a Using specific details and/or references to text to support focus or purpose.</p> <p>LT 3.3 Describing and/or making inferences about content/ideas, events, characters, settings.</p> <p>LT 3.3a <u>Describing common themes.</u></p> <p>LT 3.4 Organizing ideas, using transitions (words, phrases) appropriately and writing a conclusion.</p>	<p>LT 3.1 Using prior knowledge or references to text to respond to a question.</p> <p>LT 3.2 Stating a focus/purpose, when responding to a given question.</p> <p>LT 3.2.a Using specific details and/or references to text to support focus or purpose.</p> <p>LT 3.2b <u>Stating a firm judgment or point of view, with support from text.</u></p> <p>LT 3.3 Describing and/or making inferences about content/ideas, events, characters, settings.</p> <p>LT 3.3a Describing common themes.</p> <p>LT 3.4 Organizing ideas, using transitions (words, phrases) appropriately and writing a conclusion</p>

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

N 4. In written narratives, students organizes and relates a story line, plot, and/or series of events by			
K-2	3-5	6-8	High School
<p>N 4.1 Creating an understandable story line (e.g., using pictures, symbols, objects, and/or words/sentences).</p>	<p>N 4.1 Creating an understandable story line (e.g., using pictures, symbols, objects, and/or words/sentences).</p> <p><u>N4.1a</u> Establishes a problem and solution</p>	<p>N 4.1 Creating an understandable story line (e.g., using pictures, symbols, objects, and/or words/sentences).</p> <p>N4.1a Establishes a problem and solution</p>	<p>N 4.1 Creating an understandable story line (e.g., using pictures, symbols, objects, and/or words/sentences).</p> <p>N4.1a Establishes problem/<u>conflict</u> and solution.</p>
<p>N 4.2 Demonstrating an understanding of sequence of events, using transitions (words, phrases) appropriately.</p>	<p>N 4.2 Demonstrating an understanding of sequence of events, using transitions (words, phrases) appropriately.</p> <p>N 4.2a <u>Creating a story line with a beginning, middle, and end.</u></p>	<p>N 4.2 Demonstrating an understanding of sequence of events, using transitions (words, phrases) appropriately.</p> <p>N 4.2a Creating a story line with a beginning, middle, and end.</p> <p>N 4.2b <u>Using dialogue or actions to advance plot or story line (e.g., what would this character say/do?).</u></p>	<p>N 4.2 Demonstrating an understanding of sequence of events, using transitions (words, phrases) appropriately.</p> <p>N 4.2a Creating a story line with a beginning, middle, and end.</p> <p>N 4.2b Using dialogue or actions to advance plot or story line (e.g., what would this character say/do?).</p>

N 5. Students demonstrate use of narrative strategies by...			
K-2	3-5	6-8	High School
<p>N 5.1 Describing a familiar object, person, or event/experience, using sensory and/or descriptive language.</p> <p>N 5.2 Identifying or creating character(s), using sensory and/or descriptive language (e.g., student draws a picture when given a description, student draws and labels character details).</p>	<p>N 5.1 Describing a familiar object, person, or event/experience, using sensory and/or descriptive language.</p> <p>N 5.2 Identifying or creating character(s), using sensory and/or descriptive language (e.g., student draws a picture when given a description, student draws and labels character details).</p> <p>N 5.3 Describing a setting (e.g., <u>student selects or draws a picture that shows where the story takes place, student selects from word bank to write description</u>).</p>	<p>N 5.1 Describing a familiar object, person, or event/experience, using sensory and/or descriptive language.</p> <p>N 5.2 Identifying or creating character(s), using sensory and/or descriptive language (e.g., student draws a picture when given a description, student draws and labels character details).</p> <p>N 5.3 Describing a setting (e.g., student selects or draws a picture that shows where the story takes place, student selects from word bank to write description).</p>	<p>N 5.1 Describing a familiar object, person, or event/experience, using sensory and/or descriptive language.</p> <p>N 5.2 Identifying or creating character(s), using sensory and/or descriptive language (e.g., student draws a picture when given a description, student draws and labels character details).</p> <p>N 5.3 Describing a setting (e.g., student selects or draws a picture that shows where the story takes place, student selects from word bank to write description).</p>

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

IW 6. In informational writing, student organizes ideas and concepts by			
K-2	3-5	6-8	High School
<p>IW 6.1 Listing or organizing steps of a simple procedure in a logical order (e.g., first, next last), with instructional support.</p>	<p>IW 6.1 <u>Independently</u> listing or organizing steps of a procedure in a logical order.</p> <p>IW 6.1a <u>Correctly using basic transitions</u> (e.g., “first,” “then,” “next,” “and “finally”).</p>	<p>IW 6.1 Independently listing or organizing steps of a procedure in a logical order.</p> <p>IW 6.1a Correctly using basic transitions (e.g., “first,” “then,” “next,” “and “finally”).</p> <p>IW 6.1b <u>Correctly using numbering to identify steps in procedures.</u></p>	<p>IW 6.1 Independently listing or organizing steps of a procedure in a logical order.</p> <p>IW 6.1a Correctly using basic transitions (e.g., “first,” “then,” “next,” “and “finally”).</p> <p>IW 6.1b Correctly using numbering <u>or lettering</u> to identify steps in procedures.</p>
<p>IW6.2 Identifying details related to a topic</p>	<p>IW6.2 Identifying details related to a topic.</p> <p>IW 6.2a <u>Logically grouping ideas into predictable categories</u> (e.g., what birds eat, where they live, etc.)</p> <p>IW 6.3 <u>Selecting appropriate information to set the context.</u></p> <p>IW 6.3a <u>Creating an introduction that sets the context.</u></p> <p>IW 6.4 <u>Using transition words and phrases that are appropriate to text structure.</u></p> <p>IW 6.5 <u>Writing a conclusion.</u></p>	<p>IW6.2 Identifying <u>relevant</u> details related to a topic.</p> <p>IW 6.2a Logically grouping ideas into predictable categories (e.g., what birds eat, where they live, etc.)</p> <p>IW 6.2b <u>Using an appropriate organizational text structure to develop main/controlling idea</u> (e.g., by description, sequence, chronology, and compare/contrast).</p> <p>IW 6.3 Selecting appropriate information to set the context.</p> <p>IW 6.3a Creating an introduction that sets the context.</p> <p>IW 6.4 Using <u>transition</u> words and phrases that are appropriate to <u>text structure.</u></p> <p>IW 6.4a <u>Correctly comparing/contrasting.</u></p> <p>IW 6.5 Writing a <u>conclusion.</u></p>	<p>IW6.2 Identifying relevant details related to a topic.</p> <p>IW 6.2a Logically grouping ideas into predictable categories (e.g., what birds eat, where they live, etc.)</p> <p>IW 6.2b Using an appropriate organizational text structure to develop main/<u>controlling idea</u> (e.g., by description, sequence, chronology, and compare/contrast).</p> <p>IW 6.3 Selecting appropriate information to set the context.</p> <p>IW 6.3a Creating an introduction that sets the context.</p> <p>IW 6.4 Using <u>transition</u> words and phrases that are appropriate to <u>text structure.</u></p> <p>IW 6.4a Correctly comparing/contrasting.</p> <p>IW 6.5 Writing a <u>conclusion.</u></p>

IW 7. In informational writing, student effectively conveys purpose by			
K-2	3-5	6-8	High School
IW 7.1 Establishing a topic, using pictures, symbols, objects, and/or words.	IW 7.1 Establishing a topic IW 7.1a <u>Stating a topic and controlling idea</u> about a topic (e.g., “Dogs” = topic; “Dogs make good pets” = controlling idea).	IW 7.1 Establishing a topic IW 7.1a <u>Stating a topic and controlling idea</u> about a topic (e.g., “Dogs” = topic; “Dogs make good pets” = controlling idea). IW 7.1b <u>Stating and maintaining a controlling idea</u> about a topic.	IW 7.1 Establishing a topic IW 7.1a <u>Stating a topic and controlling idea</u> about a topic (e.g., “Dogs” = topic; “Dogs make good pets” = controlling idea). IW 7.1b <u>Stating and maintaining a controlling idea</u> about a topic.

IW 8. In informational writing, students demonstrates use of a range of elaboration strategies by			
K-2	3-5	6-8	High School
IW 8.1 Identifying information and details related to the topic.	IW 8.1 Identifying information and details related to the topic. IW 8.1a <u>Identifying facts and details relevant to the focus/controlling idea.</u>	IW 8.1 Identifying information and details related to the topic. IW 8.1a <u>Identifying and including facts and details relevant to the focus/controlling idea.</u> IW 8.1b <u>Identifying extraneous material.</u>	IW 8.1 Identifying information and details related to the topic. IW 8.1a <u>Identifying and including facts and details relevant to the focus/controlling idea.</u> IW 8.1b <u>Identifying extraneous material.</u> IW 8.1c <u>Excluding extraneous material.</u> IW 8.1d. <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, student demonstrates command of appropriate English conventions by			
K-2	3-5	6-8	High School
<p>WC 9.1 Recognizing and spelling his/her own name correctly.</p> <p>WC 9.1a Recognizing and reproducing his/her own first and last name.</p> <p>WC 9.2 Spelling common/high frequency words correctly.</p>	<p>WC 9.1 Recognizing and spelling his/her own name correctly</p> <p>WC 9.1a Recognizing and reproducing his/her own first and last name.</p> <p>WC 9.1b <u>Spelling his/her own first and last name, using correct capitalization.</u></p> <p>WC 9.2 Spelling common/high frequency words correctly.</p> <p>WC 9.3 <u>Use capitalization correctly.</u></p> <p>WC 9.3a <u>Capitalizing names and the beginnings of sentences.</u></p>	<p>WC 9.1 Recognizing and spelling his/her own name correctly</p> <p>WC 9.1a Recognizing and reproducing his/her own first and last name.</p> <p>WC 9.1b Spelling his/her own first and last name, using correct capitalization.</p> <p>WC 9.2 Spelling common/ high frequency words correctly.</p> <p>WC 9.3 Use capitalization correctly</p> <p>WC 9.3a Capitalizing names and the beginnings of sentences.</p> <p>WC 9.3b <u>Capitalizing proper nouns and titles of books.</u></p>	<p>WC 9.1 Recognizing and spelling his/her own name correctly</p> <p>WC 9.1a Recognizing and reproducing his/her own first and last name.</p> <p>WC 9.1b Spelling his/her own first and last name, using correct capitalization.</p> <p>WC 9.2 Spelling common/ high frequency words correctly.</p> <p>WC 9.3 Use capitalization correctly.</p> <p>WC 9.3a Capitalizing names and the beginnings of sentences.</p> <p>WC 9.3b Capitalizing proper nouns and titles of books.</p>
	<p>WC 9.4 <u>Using punctuation correctly</u></p> <p>WC 9.4a <u>Using periods, question marks, and exclamation points correctly.</u></p>	<p>WC 9.4 Using punctuation correctly.</p> <p>WC 9.4a Using periods, question marks, and exclamation points correctly.</p> <p>WC 9.5 <u>Using punctuation to clarify meaning.</u></p>	<p>WC 9.4 Using punctuation correctly.</p> <p>WC 9.4a Using periods, question marks, exclamation points, <u>and commas</u> (e.g., series, dates) correctly.</p> <p>WC 9.5 Using punctuation to clarify meaning</p>

		<p>WC 9.6 <u>Using parts of speech correctly.</u></p> <p>WC 9.6a <u>Using singular and plural forms of nouns.</u></p> <p>WC 9.6b <u>Using simple verb tenses and subject-verb agreement.</u></p> <p>WC 9.6c <u>Using nouns and pronouns.</u></p>	<p>WC 9.6 Using parts of speech correctly.</p> <p>WC 9.6a Using singular and plural forms of nouns.</p> <p>WC 9.6b Using simple verb tenses and subject-verb agreement.</p> <p>WC 9.6c Using nouns and pronouns.</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.

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.

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,).