

**Introduction to New
K-3 Writing Standard
*Participant's Handouts***



Participant's Handouts

Introduction to New K-3 Writing Standard (W2)

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**Introduction to the New K-3
ELA Writing Standard (W2)**

*Presentation
for Local Systems
and Schools*

**The New K-3 ELA Writing
Standard/Elements:
Writing in a Variety of Genres
(W2)**

Office of Standards, Instruction, & Assessment



GEORGIA
DEPARTMENT OF
EDUCATION

The New ELA Standard (W2)

- ELAKW₂, ELA₁W₂, ELA₂W₂, ELA₃W₂
- No Standard/Elements have been eliminated
- This new Standard/Elements are in addition to what already existed
- This new Standard will not be on the CRCT/GKIDS until 2011
- This year (2008-09) is a "Teaching and Learning Year" for teachers and students to become familiar with W₂

More About the New ELA Standard (W2)

- The new ELA Standard (W2) will require students to write in a variety of genres (Narrative, Informational, Persuasive, and Response to Literature)
- Specific elements for each of these four genres will assist with teaching and learning
- The additional Standard (W2) passed at the June State Board Meeting (2008)
- This new K-3 Standard became a part of official Georgia Performance Standards documents and the GADOE website in July

Why Make Changes?

- Monitoring the implementation of the ELA GPS
- The Georgia Performance Standards are a "living document"
- Changes needed in order to continually align K-12 Writing Standards
- ELA Adoption timeline
- Based on input from the field

Input from the Field

- "Gap" between elementary and middle/high schools
- Need to make primary Writing Standards more "genre specific"
- Results in more cohesive transition between grades
- Rigor added to curriculum
- Assessment aligned with Writing Standards

Precision Review Process

- Previous K-3 ELA Writing Standards were analyzed
- Team reviewed national writing standards and writing curriculums from noted states
- Best practices in writing instruction, as well as developmental appropriateness levels were considered
- Products were created that bridged the "gaps" between writing instruction and assessment

Results of Precision Review

- Recommended that a new Writing Standard (W₂) be added to each grade level (K-3)
- This Standard would require students to write in a variety of genres
- More focused teaching/learning due to inclusion of explicit elements for each genre
- ELA Vertical Alignment in K-5

Feedback and Approval

- The drafts of the new K-3 Standard/Elements were posted for sixty days on the GADOE website for public review/comments
- Numerous councils and professional groups gave input
- The overwhelming majority of comments received by GADOE were positive and supportive of this change
- Constructive comments were considered in revisions
- Data was submitted to the State Board
- The State Board unanimously approved the new K-3 Standard at its June meeting

Example of a Current Standard
ELA₃W₁:
Competency in the Writing Process

Current Grade 3 ELA Writing Standard

- ELA₃W₁ The student demonstrates competency in the writing process. The student
 - a. Captures a reader's interest by setting a purpose and developing a point of view.
 - b. Begins to select a focus and an organizational pattern based on purpose, genre, expectations, audience, and length.
 - c. Writes text of a length appropriate to address the topic or tell the story.

ELA₃W₁

- d. Uses organizational patterns for conveying information (e.g., chronological order, cause and effect, similarity and difference, questions and answers).
- e. Begins to use appropriate structures to ensure coherence (e.g., transition words and phrases, bullets, subheadings, numbering).
- f. Begins to use specific sensory details (e.g., strong verbs, adjectives) to enhance descriptive effect.
- g. Begins to develop characters through action and dialogue.

ELA3W1

- h. Begins to use descriptive adjectives and verbs to communicate setting, character, and plot.
- i. Begins to include relevant examples, facts, anecdotes, and details appropriate to the audience.
- j. Uses a variety of resources to research and share information on a topic.
- k. Writes a response to literature that demonstrates understanding of the text, formulates an opinion, and supports a judgment.

ELA3W1


- l. Writes a persuasive piece that states a clear position.
- m. Prewrites to generate ideas, develops a rough draft, rereads to revise, and edits to correct.
- n. Publishes by presenting an edited piece of writing to others.

Additional 3rd Grade Writing Standard

ELA3W2:
Writing in a Variety of Genres

ELA 3W2	The student produces a <i>narrative</i> that:	The student produces <i>informational</i> writing that:	The student produces a <i>persuasive</i> piece of writing that:	The student produces a <i>response to literature</i> that:
	<p>a. Captures a reader's interest by writing both personal and fantasy/imaginary stories, setting a purpose, and developing a point of view.</p> <p>b. Sustains a focus.</p> <p>c. Includes the appropriate purpose, expectations, and length for the audience and genre.</p> <p>d. Uses sensory details and other literary language to communicate setting, characters, and plot.</p>	<p>a. Captures a reader's interest by setting a purpose and developing a point of view.</p> <p>b. Sustains a focused topic and an organizational pattern based on purpose, genre, expectations, audience, and length.</p> <p>c. Includes relevant examples, facts, anecdotes, and details.</p>	<p>a. Captures a reader's interest by stating a clear position/opinion and developing a point of view.</p> <p>b. Sustains a focused topic and an organizational pattern based on purpose, genre, expectations, audience, and length.</p> <p>c. Adds supportive details throughout the paper that may include relevant examples, facts, and anecdotes.</p>	<p>a. Captures a reader's interest by developing a point of view.</p> <p>b. Demonstrates understanding of the text, formulates an opinion, and supports a judgment.</p> <p>c. Makes connections: text-to-self, text-to-text, text-to-world connections using significant details from the reading selection.</p>

NARRATIVE	INFORMATIONAL	PERSUASIVE	RESPONSE TO LITERATURE
<p>a. Uses appropriate organizational structures to ensure coherence (well developed beginning, middle, and end, and sequence of events) and strategies (transition words/phrases, time cue words).</p> <p>f. Develops characters through action and dialogue.</p> <p>g. Provides a sense of closure.</p> <p>h. May include prewriting.</p> <p>i. May include a revised and edited draft.</p> <p>j. May be published.</p>	<p>d. Uses organizational patterns for conveying information (e.g., chronological order, cause and effect, similarities and differences, questions and answers).</p> <p>a. Uses a variety of resources to research and share information on a topic.</p> <p>f. Provides a sense of closure.</p>	<p>d. Uses appropriate organizational structures to ensure coherence (e.g., introduction, body, conclusion, speech, brochure, advertisement, movie and book reviews).</p> <p>e. Provides a sense of closure.</p>	<p>d. Uses appropriate organizational structures to ensure coherence (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end with details from the text).</p> <p>e. Provides a sense of closure.</p>



**New Vertical Alignment of K-5
Writing Standards: *Narrative Genre***

New Vertical Alignment of K-5 Writing Standards:
Persuasive Genre

GPS ELA WRITING: PERSUASIVE

ELAW2	ELAW2	ELAW2	ELAW2	ELAW2*	ELAW2*
The student produces a persuasive piece of writing that:	The student produces a persuasive piece of writing that:	The student produces a persuasive piece of writing that:	The student produces a persuasive piece of writing that:	The student produces a persuasive piece of writing that:	The student produces a persuasive piece that:
a. States an opinion. b. May use words, illustrations, or graphics to support an opinion. c. Begins to use formats appropriate to the genre (letter, poster). d. May include describing words. e. Provides orally or written to generate ideas (graphic organizers and pictures). f. May include a draft developed from prewriting. g. May include a sense of closure.	a. Captures a reader's interest by stating a position/opinion. b. Begins to maintain a focus. c. Adds details to support an opinion. d. Begins to use formats appropriate to the genre (letter, list of reasons, poster). e. May have a sense of closure. f. May include oral or written prewriting (graphic organizers). g. May include a draft that is revised and edited. h. May be published.	a. Captures a reader's interest by stating a clear position/opinion. b. Begins to sustain a focus. c. Includes the appropriate purpose, expectations, and length for audience and the genre. d. Adds supportive details throughout. e. Uses appropriate formats (letter, list of pros and cons, advertisement). f. May include prewriting. g. May include a revised and edited draft. h. May be published.	a. Captures a reader's interest by stating a clear position/opinion and developing a point of view. b. Sustains a focus. c. Includes the appropriate purpose, expectations, and length for audience and the genre. d. Adds supportive details throughout the paper that may include relevant examples, facts, and anecdotes. e. Uses appropriate organizational structures or ensures coherence (introduction, body, conclusion) and appropriate formats (speech, brochure, advertisement, memo and letter reviews). f. Provides a sense of closure. g. May include prewriting. h. May include a revised and edited draft. i. May be published.	a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest. b. States a clear position. c. Supports a position with relevant evidence. d. Excludes unnecessary details and inappropriate information. e. Creates an organizing structure appropriate to a specific purpose, audience, and context. f. Provides a sense of closure to the writing.	a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest. b. States a clear position in support of a proposal. c. Supports a position with relevant evidence. d. Creates an organizing structure appropriate to a specific purpose, audience, and context. e. Addresses reader concerns. f. Excludes unnecessary details and inappropriate information. g. Provides a sense of closure to the writing. h. States the level of language using appropriate strategies (word choices).

New Vertical Alignment of K-5 Writing Standards:
Response to Literature Genre

Impact on Testing

- On the 2009 CRCT, students will be tested on the current ELA Standards in effect (ELA₁W₁, ELA₂W₁, and ELA₃W₁)
- The CRCT/GKIDS will be affected by the new K-3 Standard/Elements as follows:
 - 2010: Field Test Items from the new K-3 Standard will occur on the CRCT/GKIDS
 - 2011: New Items from the new K-3 Standard will be fully operational on the CRCT/GKIDS
- The Third Grade Writing Assessment will not change

Assessment Timeline

2008-09	2009-10	2010-11
*CRCT/GKIDS will be based on current ELA Standards/Elements	*CRCT/GKIDS will be based on current ELA Standards/Elements with field test items based on additional K-3 Standard/Elements	*CRCT/GKIDS will be based on the fully operational curriculum (including additional K-3 Standard/Elements)

Training and Support

- In addition to this introductory presentation, GADOE will be offering systems and schools with professional development over the next two years
- Year One Training (2008-09) will consist of two modules
- Year One: Module 1 will be offered in fall 2008 and will focus on Understanding the New K-3 Standard/Elements, the Vertical Alignment of the K-5 Writing Standards, and Strategies for Teaching and Learning Using the Georgia Performance Standards


More Training and Support

- Year One: Module 2 Training will be offered in spring 2009 and will focus on assessment and differentiation using the K-5 ELA Standards, analysis of student work via commentary and rubrics, and additional strategies/best practices for teaching and learning
- These trainings will be offered to K-5 Teacher Leaders, Literacy Coaches, Assistant Principals, and Curriculum Directors/Supervisors
- Curriculum Directors/Supervisors should contact local RESAs to register participants

More Training and Support

- Additional professional development will be provided via online Elluminate sessions and through the ETCs
- Curriculum Directors will disseminate dates/times for these future sessions
- To access Elluminate (including last year's recorded ELA sessions), please go to the following link: www.georgiastandards.org
- Click on the Training tab at the upper right, and the Elluminate links will appear in a drop down menu

www.georgiastandards.org



The screenshot shows the Georgia Standards website interface. At the top, the URL 'www.georgiastandards.org' is displayed. Below it is the Georgia Education logo and a navigation menu. The 'Training' tab in the upper right corner is circled in red. The main content area features a 'One Stop Shop for Educators' section with various links and a 'Thinkfinity' logo.

Some Suggestions. . .

- Develop a district and school-wide writing policy/program
- Daily writing time should occur in every classroom and everyday
- Develop classroom procedures for writing
- Informal writing should occur across the curriculum
- Formal genres should be integrated into all subject areas
- There should be a reading/writing connection
- There needs to be an increased focus on content/ideas in writing

Adapted from *Beliefs About the Teaching of Writing*, NCTE, 2004

More Best Practices to Consider. . .

- Teacher modeling of how to write in different genres, in addition to the writing process
- Learning of grammar and mechanics in context of writing content rather than in isolation
- Writing for real audiences and for real purposes
- Constructive teacher feedback about student writing
- Supportive classroom environment
- Student ownership in writing and self assessment

Source: *Best Practices: Today's Standards for Teaching and Learning in America's Schools*

Develop a Learning Community

- Increase capacity at local school level by encouraging teacher leaders to be facilitators of writing staff development
- Have consistent times for teachers to share and learn from one another regarding writing instruction
- Plan to view past and future Elluminate sessions together and discuss
- Incorporate book studies/strategy sessions pertaining to any of the writing best practices suggested earlier
- Create a functioning ELA K-5 Vertical Alignment Team

Suggested Resources to Help

Websites:

National Council for Teachers of English	www.ncte.org
Read Write Think	www.readwritethink.org
GADOE	www.doe.k12.ga.us
Georgia Standards	www.georgiastandards.org
Georgia Project for Assistive Technology	www.gpat.org
International Reading Association	www.ira.org

<http://www.georgiastandards.org/english.aspx>

K-3 Integrated Frameworks Units/Tasks

Craters K-3
 GSE Integrated Frameworks
 "Consider strategies and resources below for use on the integration of the ELA content subject areas."

- **Kindergarten**
 - **Write Along Side**
 - **Use a Language Arts and Conversation**
 - **Use a Writing Task**
 - **Use a Reading Task**
 - **Use a Language Arts**
 - **Use a Reading Task**
 - **Use a Writing Task**
 - **Use a Language Arts and Conversation**
 - **Use a Reading Task**
 - **Use a Writing Task**
 - **Use a Language Arts and Conversation**
 - **Use a Reading Task**
 - **Use a Writing Task**
- **Grade 1**
 - **Use a Language Arts and Conversation**
 - **Use a Reading Task**
 - **Use a Writing Task**
 - **Use a Language Arts and Conversation**
 - **Use a Reading Task**
 - **Use a Writing Task**
 - **Use a Language Arts and Conversation**
 - **Use a Reading Task**
 - **Use a Writing Task**
 - **Use a Language Arts and Conversation**
 - **Use a Reading Task**
 - **Use a Writing Task**

More Suggested Resources

Books continued:

Dorfman, L. and Cappelli, R. (2007). *Mentor Texts: Teaching Writing Through Children's Literature K-6*. Portland, ME: Stenhouse.

Schultze, B. (2008). *Basic Tools for Beginning Writers (Grades K-3)*. Portland, ME: Stenhouse.

Reid, J. and Schultze, B. (2005). *What's Next for this Beginning Writer?* Portland, ME: Stenhouse.

Horn, M. and Giacobbe, M. (2007). *Talking, Drawing, Writing: Lessons for Our Youngest Writers*. Portland, ME: Stenhouse.

More Suggested Resources

Books continued:

Dorn, L. and Soffos, C. (2001). *Scaffolding Young Writers: A Writers' Workshop Approach*. Portland, ME: Stenhouse.

Videos:

When Students Write (K-8)

Talking About Writing (3-5)

In the Beginning: Young Writers Develop Independence (K-2)

All of the above are by Fletcher, R. and Portalupi, J.

Conclusion

New additional Standard/Elements in K-3 will:

- Provide a seamless transition between grade levels
- Develop a consistency in language used
- Increase rigor and relevance
- Impact other achievement areas
- Strengthen teacher understanding of requirements for writing in K-3 and beyond

We Need Your Help

If you or a teacher you know is an expert in standards-based writing instruction, then let us know. We are in need of:

- Model classrooms to videotape
- Samples of quality student work/teacher commentary
- Model lessons and units

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Current Grade 3 ELA Writing

Standard

- **ELA3W1** The student demonstrates competency in **the writing process. The student**
 - a. Captures a reader's interest by setting a purpose and developing a point of view.
 - b. Begins to select a focus and an organizational pattern based on purpose, genre, expectations, audience, and length.
 - c. Writes text of a length appropriate to address the topic or tell the story.



ELA3W/1

- d. Uses organizational patterns for conveying information (e.g., chronological order, cause and effect, similarity and difference, questions and answers).
- e. Begins to use appropriate structures to ensure coherence (e.g., transition words and phrases, bullets, subheadings, numbering).
- f. Begins to use specific sensory details (e.g., strong verbs, adjectives) to enhance descriptive effect.
- g. Begins to develop characters through action and dialogue.



ELA3W/1

- h. Begins to use descriptive adjectives and verbs to communicate setting, character, and plot.
- i. Begins to include relevant examples, facts, anecdotes, and details appropriate to the audience.
- j. Uses a variety of resources to research and share information on a topic.
- k. Writes a response to literature that demonstrates understanding of the text, formulates an opinion, and supports a judgment.



ELA3W/1

- l. Writes a persuasive piece that states a clear position.
- m. Rewrites to generate ideas, develops a rough draft, rereads to revise, and edits to correct.
- n. Publishes by presenting an edited piece of writing to others.



**Additional 3rd Grade Writing
Standard**

ELA3W2:

Writing in a Variety of Genres

ELA 3W2			
<p>The student produces a <i>narrative</i> that:</p> <p>a. Captures a reader's interest by writing both personal and fantasy/imaginary stories, setting a purpose, and developing a point of view.</p> <p>b. Sustains a focus.</p> <p>c. Includes the appropriate purpose, expectations, and length for the audience and genre.</p> <p>d. Uses sensory details and other literary language to communicate setting, characters, and plot.</p>	<p>The student produces <i>informational</i> writing that:</p> <p>a. Captures a reader's interest by setting a purpose and developing a point of view.</p> <p>b. Sustains a focused topic and an organizational pattern based on purpose, genre, expectations, audience, and length.</p> <p>c. Includes relevant examples, facts, anecdotes, and details.</p>	<p>The student produces a <i>persuasive</i> piece of writing that:</p> <p>a. Captures a reader's interest by stating a clear position/opinion and developing a point of view.</p> <p>b. Sustains a focused topic and an organizational pattern based on purpose, genre, expectations, audience, and length.</p> <p>c. Adds supportive details throughout the paper that may include relevant examples, facts, and anecdotes.</p>	<p>The student produces a <i>response to literature</i> that:</p> <p>a. Captures a reader's interest by developing a point of view.</p> <p>b. Demonstrates understanding of the text, formulates an opinion, and supports a judgment.</p> <p>c. Makes connections: text-to-self, text-to-text, text-to-world connections using significant details from the reading selection.</p>

NARRATIVE	INFORMATIONAL	PERSUASIVE	RESPONSE TO LITERATURE
<p>e. Uses appropriate organizational structures to ensure coherence (well developed beginning, middle, and end, and sequence of events) and strategies (transition words/phrases, time cue words).</p> <p>f. Develops characters through action and dialogue.</p> <p>g. Provides a sense of closure.</p> <p>h. May include prewriting.</p> <p>i. May include a revised and edited draft.</p> <p>j. May be published.</p>	<p>d. Uses organizational patterns for conveying information (e.g., chronological order, cause and effect, similarities and differences, questions and answers).</p> <p>e. Uses a variety of resources to research and share information on a topic.</p> <p>f. Provides a sense of closure.</p>	<p>d. Uses appropriate organizational structures to ensure coherence (e.g., introduction, body, conclusion, speech, brochure, advertisement, movie and book reviews).</p> <p>e. Provides a sense of closure.</p>	<p>d. Uses appropriate organizational structures to ensure coherence (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end with details from the text).</p> <p>e. Provides a sense of closure.</p>

GPS ELA WRITING: NARRATIVE GENRE

<p>ELAKW2</p> <p>The student produces a narrative that:</p>	<p>ELA1W2</p> <p>The student produces a narrative that:</p>	<p>ELA2W2</p> <p>The student produces a narrative that:</p>	<p>ELA3W2</p> <p>The student produces a narrative that:</p>	<p>ELA4W2*</p> <p>The student produces a narrative that:</p>	<p>ELA5W2*</p> <p>The student produces a narrative that:</p>
<p>a. Involves one event. b. Uses drawings, letters, and phonetically spelled words to describe a personal experience. c. Begins to use organizational structures (beginning, middle, end). d. May include describing words. e. May include a sense of closure. f. Includes oral or written prewriting to generate ideas (graphic organizers and pictures). g. May include a draft developed from prewriting .</p>	<p>a. Begins to capture a reader's interest by writing a personal story. b. Begins to maintain a focus. c. Adds details to expand a story. d. Begins to use organizational structures (beginning, middle, end, and sequence of events) and strategies (transition words and time cue words). e. Begins to develop characters and setting through dialogue and descriptive adjectives. f. Begins to develop a sense of closure. g. May include oral or written prewriting (graphic organizer). h. May include a draft that is revised and edited. i. May be published.</p>	<p>a. Captures a reader's interest by writing a personal story in first or third person consistently. b. Begins to write fantasy/imaginary stories. c. Begins to sustain a focus. d. Includes the appropriate purpose, expectations, and length for the audience and genre. e. Develops characters and setting using sensory details (descriptive adjectives and strong verbs). f. Uses organizational structures (beginning, middle, end, and sequence of events) and strategies (transitional words/phrases, time cue words). g. Begins to develop characters through action and dialogue. h. Develops a sense of closure. i. May include prewriting. j. May include a revised and edited draft. k. May be published.</p>	<p>a. Captures a reader's interest by writing both personal and fantasy/imaginary stories, setting a purpose, and developing a point of view. b. Sustains a focus. c. Includes the appropriate purpose, expectations, and length for the audience and genre. d. Uses sensory details and other literary language to communicate setting, characters, and plot. e. Uses appropriate organizational structures to ensure coherence (well developed beginning, middle, and end, and sequence of events) and strategies (transition words/phrases, time cue words, and sequence of events). f. Develops characters through action and dialogue. g. Provides a sense of closure. h. May include prewriting. i. May include a revised and edited draft. j. May be published.</p>	<p>a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest. b. Establishes a plot, setting, and conflict, and/or the significance of events. c. Creates an organizing structure. d. Includes sensory details and concrete language to develop plot and character. e. Excludes extraneous details and inconsistencies. f. Develops complex characters through actions describing the motivation of characters and character conversation. g. Uses a range of appropriate narrative strategies such as dialogue, tension, or suspense. h. Provides a sense of closure.</p>	<p>a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest. b. Establishes a plot, point of view, setting, and conflict, and/or the significance of events. c. Creates an organizing structure. d. Includes sensory details and concrete language to develop plot and character. e. Excludes extraneous details and inconsistencies. f. Develops complex characters through actions describing the motivation of characters and character conversation. g. Uses a range of appropriate narrative strategies such as flashback, foreshadowing, dialogue, tension, or suspense. h. Provides a sense of closure to the writing. i. Lifts the level of language using appropriate strategies including word choice.</p>

GPS ELA WRITING: INFORMATIONAL GENRE

<p>ELAKW2</p> <p>The student produces informational writing that:</p>	<p>ELA1W2</p> <p>The student produces informational writing that:</p>	<p>ELA2W2</p> <p>The student produces informational writing that:</p>	<p>ELA3W2</p> <p>The student produces informational writing (e.g., procedures, report, correspondence) that:</p>	<p>ELA4W2*</p> <p>The student produces informational writing (e.g., report, procedures, correspondence) that:</p>	<p>ELA5W2*</p> <p>The student produces informational writing (e.g., report, procedures, correspondence) that:</p>
<p>a. Involves one topic. b. Uses drawings, letters, and phonetically spelled words to share information. c. Begins to use organizational structures (steps) d. May include describing words. e. May include a sense of closure. f. Includes oral or written prewriting to generate ideas (graphic organizers and pictures). g. May include a draft developed from prewriting. h. May publish a final copy.</p>	<p>a. Begins to capture a reader’s interest. b. Stays on one topic and begins to maintain a focus. c. Adds details to expand a topic. d. Begins to use organizational structures (steps, chronological order) and strategies (description). e. Begins to use graphic features (charts, pictures, headings). f. Begins to use a variety of resources (picture dictionaries, Internet, books) and strategies to gather information to write about a topic. g. Begins to develop a sense of closure. h. May include oral or written prewriting (graphic organizers). i. May include a draft that is revised and edited. j. May be published.</p>	<p>a. Captures a reader’s interest. b. Begins to sustain a focused topic c. Includes the appropriate purpose, expectations, and length for the audience and genre. d. Adds facts and details. e. Uses organizational structures for conveying information (chronological order, similarities and differences, questions and answers). f. Uses graphic features (charts, tables, graphs). g. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic. h. Develops a sense of closure. i. May include prewriting. j. May include a draft that is revised and edited. k. May be published.</p>	<p>a. Captures a reader’s interest by setting a purpose and developing a point of view. b. Sustains a focused topic. c. Includes the appropriate purpose, expectations, and length for the audience and the genre. d. Includes relevant examples, facts, anecdotes, and details. e. Uses organizational structures for conveying information (chronological order, cause and effect, similarities and differences, questions and answers). f. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic. g. Provides a sense of closure. h. May include prewriting. i. May include a draft that is revised and edited. j. May be published.</p>	<p>a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest. b. Frames a central question about an issue or situation. c. Creates an organizing structure appropriate to a specific purpose, audience, and context. d. Includes appropriate facts and details. e. Excludes extraneous details and inappropriate information. f. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote. g. Draws from more than one source of information such as speakers, books, newspapers, and online materials. h. Provides a sense of closure to the writing.</p>	<p>a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest. b. Develops a controlling idea that conveys a perspective on a subject. c. Creates an organizing structure appropriate to a specific purpose, audience, and context. d. Includes appropriate facts and details. e. Excludes extraneous details and inappropriate information. f. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote. g. Draws from more than one source of information such as speakers, books, newspapers, and online materials. h. Provides a sense of closure to the writing. i. Lifts the level of language using appropriate strategies including word choice.</p>

GPS ELA WRITING: PERSUASIVE GENRE

<p>ELAKW2</p> <p>The student produces a persuasive piece of writing that:</p>	<p>ELA1W2</p> <p>The student produces a persuasive piece of writing that:</p>	<p>ELA2W2</p> <p>The student produces a persuasive piece of writing that</p>	<p>ELA3W2</p> <p>The student produces a persuasive piece of writing that:</p>	<p>ELA4W2*</p> <p>The student produces a persuasive piece that:</p>	<p>ELA5W2*</p> <p>The student produces a persuasive piece that:</p>
<p>a. States an opinion. b. May use words, illustrations, or graphics to support an opinion. c. Begins to use formats appropriate to the genre (letter, poster). d. May include describing words. e. Rewrites orally or written to generate ideas (graphic organizers and pictures). f. May include a draft developed from prewriting. g. May include a sense of closure.</p>	<p>a. Captures a reader's interest by stating a position/opinion. b. Begins to maintain a focus. c. Adds details to support an opinion. d. Begins to use formats appropriate to the genre (letter, list of reasons, poster). e. May have a sense of closure. f. May include oral or written prewriting (graphic organizer). g. May include a draft that is revised and edited. h. May be published.</p>	<p>a. Captures a reader's interest by stating a clear position/opinion. b. Begins to sustain a focus. c. Includes the appropriate purpose, expectations, and length for audience and the genre. d. Adds supportive details throughout. e. Uses appropriate formats (letter, list of pros and cons, advertisement). f. Develops a sense of closure. g. May include prewriting. h. May include a revised and edited draft. i. May be published.</p>	<p>a. Captures a reader's interest by stating a clear position/opinion and developing a point of view. b. Sustains a focus. c. Includes the appropriate purpose, expectations, and length for audience and the genre. d. Adds supportive details throughout the paper that may include relevant examples, facts, and anecdotes. e. Uses appropriate organizational structures to ensure coherence (introduction, body, conclusion) and appropriate formats (speech, brochure, advertisement, movie and book reviews). f. Provides a sense of closure. g. May include prewriting. h. May include a revised and edited draft. i. May be published.</p>	<p>a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest. b. States a clear position. c. Supports a position with relevant evidence. d. Excludes extraneous details and inappropriate information. e. Creates an organizing structure appropriate to a specific purpose, audience, and context. f. Provides a sense of closure to the writing.</p>	<p>a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest. b. States a clear position in support of a proposal. c. Supports a position with relevant evidence. d. Creates an organizing structure appropriate to a specific purpose, audience, and context. e. Addresses reader concerns. f. Excludes extraneous details and inappropriate information. g. Provides a sense of closure to the writing. h. Raises the level of language using appropriate strategies (word choice).</p>

GPS ELA WRITING: RESPONSE TO LITERATURE GENRE

<p>ELAKW2</p> <p>The student produces a response to literature that:</p>	<p>ELA1W2</p> <p>The student produces a response to literature that:</p>	<p>ELA2W2</p> <p>The student produces a response to literature that:</p>	<p>ELA3W2</p> <p>The student produces a response to literature that:</p>	<p>ELA4W2*</p> <p>The student produces a response to literature that:</p>	<p>ELA5W2*</p> <p>The student produces a response to literature that:</p>
<p>a. Retells a story orally, through pictures, or in writing. b. Makes connections: text-to-self, text-to-text, text- to-world. c. Begins to use organizational structures (beginning, middle, end) d. Rewrites orally or written to generate ideas (graphic organizers, pictures). e. May include a draft developed from prewriting. f. May include a sense of closure.</p>	<p>a. Captures a reader’s interest by stating a position/opinion about a text. b. Begins to demonstrate an understanding of the text through oral retelling, pictures, or in writing. c. Makes connections: text-to-self, text-to-text, text-to-world. d. Begins to use organizational structures (beginning, middle, and end with details from the text). e. May have a sense of closure. f. May include oral or written prewriting (graphic organizers). g. May include a draft that is revised and edited. h. May be published.</p>	<p>a. Captures a reader’s interest by stating an opinion about a text. b. Demonstrates understanding of the text and expresses and supports an opinion. c. Makes connections: text-to-self, text-to-text, text-to-world using details from the reading selection. d. Uses organizational structures to ensure coherence (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end with details from the text). e. Develops a sense of closure. f. May include prewriting. g. May include a draft that is revised and edited. h. May be published.</p>	<p>a. Captures a reader’s interest by developing a point of view. b. Demonstrates understanding of the text, formulates an opinion, and supports a judgment. c. Makes connections: text-to-self, text-to-text, text-to-world connections using significant details from the reading selection. d. Uses appropriate organizational structures to ensure coherence (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end with details from the text). e. Provides a sense of closure. f. May include prewriting. g. May include a draft that is revised and edited. h. May be published.</p>	<p>a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest. b. Advances a judgment that is interpretive, evaluative, or reflective. c. Supports judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge. d. Demonstrates an understanding of the literary work (e-g., a summary that contains the main idea and most significant details of the reading selection). e. Excludes extraneous details and inappropriate information. f. Provides a sense of closure to the writing.</p>	<p>a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest. b. Advances a judgment that is interpretive, evaluative, or reflective. c. Supports judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge. d. Develops interpretations that exhibit careful reading and demonstrate an understanding of the literary work. e. Excludes extraneous details and inappropriate information. f. Provides a sense of closure to the writing. g. Lifts the level of language using appropriate strategies including word choice.</p>

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GPS Revisions

The following final drafts of the ELA Precision Review for Grades K-3 were accepted at the June State Board Meeting. These additional Writing Standards and Elements were previously posted for 60 days for public review (until June 1st). Should you have any questions and/or concerns about these changes, please feel free to contact Mary Stout, ELA Program Manager, mstout@doe.k12.ga.us.

- [Additional K-3 Writing Standard: Narrative Genre](#)
- [Additional K-3 Writing Standard: Informational Genre](#)
- [Additional K-3 Writing Standard: Persuasive Genre](#)
- [Additional K-3 Writing Standard: Response to Literature Genre](#)

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K-3 Integrated Frameworks Units/Tasks

Grades K-3

GPS Integrated Frameworks

**Curriculum maps and frameworks below focus on the integration of the ELA content subject areas.

- Kindergarten
 - Curriculum Map
 - Unit - Language Use and Conventions
 - End of Unit Writing Prompt
 - Modeled Writing Task
 - Stages of Writing Task
 - Unit - Narrative
 - Old Way/New Way
 - Using Read Alouds to Write Stories
 - End of Unit Performance Task
 - Unit - Informational
 - Introduction to the Informational Genre
 - Messed Up Story Task
 - End of Unit Writing Prompt for Informational Writing
 - Unit - Response To Literature
 - Author Attribute Chart Task
 - Making Connections Task
 - Middle/End Writing Performance Task
- Grade 1
 - Curriculum Map
 - Unit - Narrative
 - Making Text-to-Self Connections Task
 - Personal Experience Narrative
 - Story Mapping Task
 - Using the Word Wall Task
 - Unit - Informational/Nonfiction
 - Determining Main Idea of Nonfiction Task
 - How Do Authors Organize Nonfiction Books Task
 - Informational Report Performance Task
 - Unit - Instructional Writing
 - Sequencing Strategies
 - Understanding Commands
 - An Original "How To" Performance Task
 - Yummy Soup - Student Work and Teacher Commentary
 - Unit - Response to Literature
 - Writing a Plausible Claim About Characters
 - Writing a Plausible Claim About Theme
 - Book Review Final Performance Task

K-3 Integrated Frameworks

Units/Tasks

- **Grade 2**
 - Curriculum Map
 - Unit - Narrative
 - Adding Details to Create: Vivid Pictures Task
 - Creating a Narrative Story with a Beginning, Middle, and End Task
 - Using a Variety of Pronouns Correctly Task
 - End of Unit Product - Narrative
 - Unit - Informational/Nonfiction
 - Think Before You Write Task
 - How To Use Text Structure Task
 - Informational End Of Unit Performance Task
 - Unit - Persuasive
 - Determining Importance Task
 - Facts vs. Opinion Task
 - Persuasive Culminating Performance Task
 - Unit - Response to Literature
 - Responding to Nonfiction Task
 - Revisiting Text Task
 - End of Unit Performance Task
- **Grade 3**
 - Curriculum Map
 - Unit - Narrative
 - Character Development Task
 - End of Unit Composition
 - Organizational Structure Learning Task
 - Sentence Structure and Using Correct Punctuation Task
 - Unit - Informational/Nonfiction
 - Nonfiction Organizational Task
 - Voice in Nonfiction Task
 - Information End of Unit Composition
 - Unit - Persuasive
 - Organizing Persuasive Writing Task
 - Point of View in Persuasive Writing Task
 - Persuasive Writing Culminating Performance Task
 - Unit - Response to Literature
 - Making Connections Task
 - Making Judgement Task
 - Determining Theme Task
 - End of Unit Performance Task
 - Frog Princess - Student Work/Teacher Commentary

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