Introduction to New K-3 Writing Standard

Participant’s Handouts

GEORGIA DEPARTMENT OF EDUCATION
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
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 (W3) passed at the June State Board Meeting (2008)
- This new K-5 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
<table>
<thead>
<tr>
<th>ELA SW2</th>
<th>The student produces a narrative that:</th>
<th>The student produces informational writing that:</th>
<th>The student produces a persuasive piece of writing that:</th>
<th>The student produces a response to literature that:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Captures a reader's interest by writing both personal and fictional/imaginary stories, setting a purpose, and developing a point of view.</td>
<td>Captures a reader's interest by setting a purpose and developing a point of view.</td>
<td>Captures a reader's interest by stating a clear position/opinion and developing a point of view.</td>
<td>Captures a reader's interest by developing a point of view.</td>
</tr>
<tr>
<td>b.</td>
<td>Sustains a focus.</td>
<td>Sustains a focused topic and an organizational pattern based on purpose, genre, expectations, audience, and length.</td>
<td>Sustains a focused topic and an organizational pattern based on purpose, genre, expectations, audience, and length.</td>
<td>Demonstrates understanding of the text, formulates an opinion, and supports a judgment.</td>
</tr>
<tr>
<td>c.</td>
<td>Includes relevant examples, facts, anecdotes, and details.</td>
<td>Includes relevant examples, facts, anecdotes, and details.</td>
<td>Makes connections within the text, offers text-to-world connections using significant details from the reading selection.</td>
<td>Makes connections within the text, offers text-to-world connections using significant details from the reading selection.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NARRATIVE</th>
<th>INFORMATIONAL</th>
<th>PERSUASIVE</th>
<th>RESPONSE TO LITERATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Uses appropriate organizational structures to ensure coherence (beginning, middle, and end) and sequence of events and strategies (transition words/phrases, time or event).</td>
<td>d. Uses organizational patterns for conveying information (e.g., chronological order, cause-effect, similarities and differences, questions and answers).</td>
<td>d. Uses appropriate organizational structures to ensure coherence (e.g., introduction, body paragraphs, thesis, conclusion, where behavior, how and why).</td>
<td>d. Uses appropriate organizational structures to ensure coherence (e.g., supporting evidence, drawing parallels).</td>
</tr>
<tr>
<td>b. Develops characters through action and dialogue.</td>
<td>e. Provides a sense of closure.</td>
<td>f. Provides a sense of closure.</td>
<td>h. Provides a sense of closure.</td>
</tr>
<tr>
<td>c. May include dialogue.</td>
<td></td>
<td>g. May include a revised and edited draft.</td>
<td></td>
</tr>
<tr>
<td>d. May be published.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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

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

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Implementation Plan

- New Standard for K-3 Writing will be introduced during 2008-2009 school year
- 2008-09 will be considered a "Teaching and Learning Year" for teachers and students
- Preplanning communication with curriculum directors, administrators, and teachers during spring and summer of 2008
- Training module development is in process
- Professional learning will be offered across the State
- New Standard for K-3 Writing will be fully implemented during 2009-10 school year

"Teaching and Learning Year"

- Teachers will begin teaching the genres of writing
- Teachers will be learning how to implement the writing genres throughout the year via professional learning
- These genres should be integrated into the current reading/writing instruction, as well as other curriculum areas (i.e. science and social studies)
- Again, the expectation is that the new K-3 Additional Writing Standard will be fully implemented during the 2009-10 school year
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

<table>
<thead>
<tr>
<th>Year</th>
<th>CRCT/GKIDS will be based on current ELA Standards/Elements</th>
<th>CRCT/GKIDS will be based on current ELA Standards/Elements with field test items based on additional K-3 Standard/Elements</th>
<th>CRCT/GKIDS will be based on the fully operational curriculum (including additional K-3 Standard/Elements)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td></td>
<td></td>
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<tr>
<td>2011</td>
<td></td>
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<td></td>
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</tbody>
</table>

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.
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 Online: 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

- Grade 3
  - Reading Comprehension
  - Writing
  - Speaking and Listening
  - Language
  - Literature
  - Informational Text

- Grade 2
  - Reading Comprehension
  - Writing
  - Speaking and Listening
  - Language
  - Literature
  - Informational Text

- Grade 1
  - Reading Comprehension
  - Writing
  - Speaking and Listening
  - Language
  - Literature
  - Informational Text

- Grade K
  - Reading Comprehension
  - Writing
  - Speaking and Listening
  - Language
  - Literature
  - Informational Text
K-3 Integrated Frameworks
Units/Tasks

- Book 1
  - 1. World View
    - Visual Literacy
    - Textual Analysis
    - Context
  - 2. Globalization
    - Contemporary Issues
    - Economic Systems
    - Global History
  - 3. Interdisciplinary Themes
    - Science
    - Social Studies
    - Mathematics
  - 4. Writing and Communication
    - Persuasion
    - Collaboration
    - Revision
- Book 2
  - 1. Literature Review
    - Fiction
    - Poetry
    - Drama
  - 2. Text Analysis
    - Genre
    - Themes
    - Authoritative
  - 3. Research
    - Methodology
    - Data Collection
    - Interpretation
  - 4. Writing and Communication
    - Argumentation
    - Creative Writing
    - Expository Writing
- Book 3
  - 1. World View
    - Visual Literacy
    - Textual Analysis
    - Context
  - 2. Globalization
    - Contemporary Issues
    - Economic Systems
    - Global History
  - 3. Interdisciplinary Themes
    - Science
    - Social Studies
    - Mathematics
  - 4. Writing and Communication
    - Persuasion
    - Collaboration
    - Revision

ELA Best Practice Videos
http://www.georgiastandards.org/english.aspx

More Suggested Resources
Books:
More Suggested Resources
Books continued:

More Suggested Resources
Books continued:
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

Contact Information
Mary Stout, ELA Program Manager,
mstout@doe.k12.ga.us
(404) 462-1933

Jeffrey Dillard,
ELA Elementary Program Specialist,
jdillard@doe.k12.ga.us
(404) 462-0507
or tell the story.

C. Write a text of a length appropriate to address the topic.

Length.

B. Begins to select a focus and an organizational pattern based on purpose, genre, expectations, audience, and

a. Captures a reader's interest by setting a purpose and developing a point of view.

The writing process. The student demonstrates competency in

ELA3WI: The student demonstrates competency in

Current Grade 3 ELA Writing

Standard
dialogue.

e. Begins to develop characters through action and
verbs, adjectives (to enhance descriptive effect).

f. Begins to use specific sensory details (e.g., strong
subheadings, numbering).

c. Coherence (e.g., transition words and phrases, bullets,
answers). Effect, similarity and difference, questions and
information (e.g., chronological, order, cause and
effect).

d. Uses organizational patterns for convincing

ELA3W1
supports a judgment.
understanding of the text, formulates an opinion, and
K. writes a response to literature that demonstrates
information on a topic.
I. uses a variety of resources to research and share
and details appropriate to the audience.
I. begins to include relevant examples, facts, anecdotes,
communicate setting, character, and plot.
I. begins to use descriptive adjectives and verbs to

ELA3W1
others.

Publishes by presenting an edited piece of writing to
rereads to revise, and edits to correct.

Prewrites to generate ideas, develops a rough draft,

1. Writes a persuasive piece that states a clear position.

ELA3W1
Writing in a Variety of Genres

ELA3W2:

Standard

Additional 3rd Grade Writing

...
<table>
<thead>
<tr>
<th>Reading Response</th>
<th>Reading Response</th>
<th>Reading Response</th>
<th>Reading Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anecdotes:</strong> supports a judgment.</td>
<td><strong>Examples, facts, and details:</strong> may include relevant details throughout the paper.</td>
<td><strong>Details:</strong> may include relevant details throughout the paper.</td>
<td><strong>Details:</strong> may include relevant details throughout the paper.</td>
</tr>
<tr>
<td><strong>Supports a viewpoint:</strong></td>
<td><strong>Builds a viewpoint:</strong></td>
<td><strong>Builds a viewpoint:</strong></td>
<td><strong>Builds a viewpoint:</strong></td>
</tr>
<tr>
<td>Demonstrates understanding of the text.</td>
<td>Demonstrates understanding of the text.</td>
<td>Demonstrates understanding of the text.</td>
<td>Demonstrates understanding of the text.</td>
</tr>
<tr>
<td>Captures a reader’s interest by developing a point of view.</td>
<td>Captures a reader’s interest by developing a point of view.</td>
<td>Captures a reader’s interest by developing a point of view.</td>
<td>Captures a reader’s interest by developing a point of view.</td>
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<td>Captures a reader’s interest by developing a point of view.</td>
<td>Captures a reader’s interest by developing a point of view.</td>
<td>Captures a reader’s interest by developing a point of view.</td>
<td>Captures a reader’s interest by developing a point of view.</td>
</tr>
<tr>
<td><strong>Peruasive Writing:</strong> Produces a narrative.</td>
<td><strong>Informational Writing:</strong> Produces a narrative.</td>
<td><strong>Informational Writing:</strong> Produces a narrative.</td>
<td><strong>Informational Writing:</strong> Produces a narrative.</td>
</tr>
<tr>
<td>The student produces a well-developed piece of writing.</td>
<td>The student produces a well-developed piece of writing.</td>
<td>The student produces a well-developed piece of writing.</td>
<td>The student produces a well-developed piece of writing.</td>
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</table>

**ELA 3W2**
<table>
<thead>
<tr>
<th>RESPONSE TO LITERATURE</th>
<th>INFORMATIONAL</th>
<th>NARRATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. Uses appropriate...</td>
<td>e. Uses organiz...</td>
<td>e. Uses organiz...</td>
</tr>
<tr>
<td>d. Uses appropriate...</td>
<td>d. Uses organisat...</td>
<td>d. Uses organisat...</td>
</tr>
<tr>
<td>c. Provides a sense of...</td>
<td>c. Provides a sense of...</td>
<td>c. Provides a sense of...</td>
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<tr>
<td>b. Provides a sense of...</td>
<td>b. Provides a sense of...</td>
<td>b. Provides a sense of...</td>
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<tr>
<td>a. Provides a sense of...</td>
<td>a. Provides a sense of...</td>
<td>a. Provides a sense of...</td>
</tr>
<tr>
<td>Transition and strategies</td>
<td>Transition and strategies</td>
<td>Transition and strategies</td>
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<tr>
<td>(e.g., sequence of events)</td>
<td>(e.g., sequence of events)</td>
<td>(e.g., sequence of events)</td>
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<tr>
<td>and end, and...</td>
<td>and end, and...</td>
<td>and end, and...</td>
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<td>coherence</td>
<td>coherence</td>
<td>coherence</td>
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<td>(well developed)</td>
<td>(well developed)</td>
<td>(well developed)</td>
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<td>Structures to ensure...</td>
<td>Structures to ensure...</td>
<td>Structures to ensure...</td>
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<tr>
<td>Information (e.g.,...</td>
<td>Information (e.g.,...</td>
<td>Information (e.g.,...</td>
</tr>
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<td>chronologically organized...</td>
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<td>chronologically organized...</td>
</tr>
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<td>cause and effect, simil...</td>
<td>cause and effect, simil...</td>
<td>cause and effect, simil...</td>
</tr>
<tr>
<td>C. Comparison, speech, conclusion</td>
<td>C. Comparison, speech, conclusion</td>
<td>C. Comparison, speech, conclusion</td>
</tr>
<tr>
<td>advertisement, movie...</td>
<td>advertisement, movie...</td>
<td>advertisement, movie...</td>
</tr>
<tr>
<td>e. Use a variety of...</td>
<td>e. Use a variety of...</td>
<td>e. Use a variety of...</td>
</tr>
<tr>
<td>and phrases, time</td>
<td>and phrases, time</td>
<td>and phrases, time</td>
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<tr>
<td>Develops the words...</td>
<td>Develops the words...</td>
<td>Develops the words...</td>
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<tr>
<td>characters through...</td>
<td>characters through...</td>
<td>characters through...</td>
</tr>
<tr>
<td>closure</td>
<td>closure</td>
<td>closure</td>
</tr>
<tr>
<td>Provides a sense of...</td>
<td>Provides a sense of...</td>
<td>Provides a sense of...</td>
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<tr>
<td>the topic</td>
<td>the topic</td>
<td>the topic</td>
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<tr>
<td>end with details from beginning, middle, ending</td>
<td>end with details from beginning, middle, ending</td>
<td>end with details from beginning, middle, ending</td>
</tr>
<tr>
<td>Ensure coherence (e.g., T-charts)</td>
<td>Ensure coherence (e.g., T-charts)</td>
<td>Ensure coherence (e.g., T-charts)</td>
</tr>
<tr>
<td>suitable structures to...</td>
<td>suitable structures to...</td>
<td>suitable structures to...</td>
</tr>
<tr>
<td>d. Uses appropriate...</td>
<td>d. Uses appropriate...</td>
<td>d. Uses appropriate...</td>
</tr>
<tr>
<td>e. May include a...</td>
<td>e. May include a...</td>
<td>e. May include a...</td>
</tr>
<tr>
<td>prewriting/outline</td>
<td>prewriting/outline</td>
<td>prewriting/outline</td>
</tr>
<tr>
<td>h. May include...</td>
<td>h. May include...</td>
<td>h. May include...</td>
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<tr>
<td>organization and dialogue</td>
<td>organization and dialogue</td>
<td>organization and dialogue</td>
</tr>
<tr>
<td>f. Develops the...</td>
<td>f. Develops the...</td>
<td>f. Develops the...</td>
</tr>
<tr>
<td>one word(s)</td>
<td>one word(s)</td>
<td>one word(s)</td>
</tr>
<tr>
<td>closure</td>
<td>closure</td>
<td>closure</td>
</tr>
<tr>
<td>Provides a sense of...</td>
<td>Provides a sense of...</td>
<td>Provides a sense of...</td>
</tr>
<tr>
<td>e. May be published...</td>
<td>e. May be published...</td>
<td>e. May be published...</td>
</tr>
<tr>
<td>edited draft</td>
<td>edited draft</td>
<td>edited draft</td>
</tr>
<tr>
<td>revised and</td>
<td>revised and</td>
<td>revised and</td>
</tr>
<tr>
<td>proofreading</td>
<td>proofreading</td>
<td>proofreading</td>
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<tr>
<td>g. Provides a sense...</td>
<td>g. Provides a sense...</td>
<td>g. Provides a sense...</td>
</tr>
<tr>
<td>action and dialogue</td>
<td>action and dialogue</td>
<td>action and dialogue</td>
</tr>
<tr>
<td>closure</td>
<td>closure</td>
<td>closure</td>
</tr>
<tr>
<td>suitable structures to...</td>
<td>suitable structures to...</td>
<td>suitable structures to...</td>
</tr>
<tr>
<td>d. Uses appropriate...</td>
<td>d. Uses appropriate...</td>
<td>d. Uses appropriate...</td>
</tr>
</tbody>
</table>
**Reading Strategies**

- **Anticipation:**
  - Provide a sense of purpose or relevance.
  -引发读者的兴趣，使其对文本内容保持期待。

- **Questioning:**
  - Encourage the reader to think critically about the text.
  - 提出问题，促使读者对文本进行深入思考。

- **Predicting:**
  - Help the reader anticipate upcoming events or ideas.
  - 预测接下来的内容，使读者感到有方向感。

- **Visualizing:**
  - Help the reader form a mental image of what is being described.
  - 帮助读者在脑海中形成具体的画面。

- **Connecting:**
  - Connect the text to the reader's personal experiences or knowledge.
  - 将文本与读者的个人经历或知识相联系。

- **Summarizing:**
  - Encourage the reader to synthesize the information presented.
  - 鼓励读者总结所学内容。

**Writing Strategies**

- **Focus:**
  - Define a clear topic or focus for the writing.
  - 明确写作的主题或焦点。

- **Organization:**
  - Structure the writing effectively, using introductions, body paragraphs, and conclusions.
  - 有效组织写作内容，包括引言、主体段落和结论。

- **Clarity:**
  - Use clear, concise language to convey ideas.
  - 使用清晰、简洁的语言来表达思想。

- **Coherence:**
  - Ensure logical flow and connections between ideas.
  - 确保内容之间的逻辑连贯和衔接。

- **Relevance:**
  - Ensure that all parts of the writing are relevant to the topic.
  - 确保所有部分与主题相关。

**Correspondence (e.g., report, procedures)**

- The student produces:
  - A focused text.
  - A report or procedures document.

**Informational Writing (e.g., ELA2W2)**

- The student produces:
  - Informational writing.
  - A focused text that advances understanding.

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**G9 PS ELA Writing:** INFORMATIONAL GENRE

- The student produces:
  - Informational Writing.
  - A focused, informative text that advances understanding.

---

**Tips:**

- Include specific details to expand a focused topic.
- Use transitions to connect ideas within the text.
- Ensure clear organization and logical flow.
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<thead>
<tr>
<th>The student produces a persuasive piece of writing that:</th>
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"Persuasive Genre"
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<th>Response to Literature: \textit{The Student Produces a Response to Literature:} \textit{ELA W.2}</th>
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</tbody>
</table>

**Response to Literature:**
- The student produces a response to literature.

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**Response to Literature:**
- The student produces a response to literature.
Units/Tasks
K-3 Integrated Frameworks