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



### Participant's Handouts

### Introduction to New K-3 Writing Standard (W2)

### Table of Contents

Section 1: PowerPoint Notes Pages (16 pages in length)

### Section 2: Other Handouts

2.1-2.4	Current ELA3W1 Standard/Elements (four pages)
2.5-2.6	Additional 3 <sup>rd</sup> Grade Writing Standard ELA3W2 (two pages)
2.7	GPS ELA Writing: K-5 Narrative Genre Vertical Alignment (one page)
2.8	GPS ELA Writing: K-5 Informational Genre Vertical Alignment (one page)
2.9	GPS ELA Writing: K-5 Persuasive Genre Vertical Alignment (one page)
3.0	GPS ELA Writing: K-5 Response to Literature Vertical Alignment (one pg.)
3.1	GeorgiaStandards.Org/Elluminate Live! Training (one page)
3.2	GeorgiaStandards.Org/English Language Arts Page (one page)
3.3-3.4	K-3 Integrated Frameworks/Units and Tasks (two pages)
3.5	GeorgiaStandards.Org/English Language Arts Videos (one page)

### 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



### 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

<u> </u>

### **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

6	
WPWS-	
÷	
MANAGEMENT TO THE TAXABLE PROPERTY OF TAXA	
	1
	1
	\
	1
	Λ
	1

### Example of a Current Standard ELA<sub>3</sub>W<sub>1</sub>:

Competency in the Writing Process

### Current Grade 3 ELA Writing Standard

- ELA<sub>3</sub>W<sub>1</sub>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.

- 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.

3 <del></del>	
The state of the s	
<del>Manual Alexanders and a second a second and a second and a second and a second and a second and</del>	
	_
	_
	1000
	200

- 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.
- $\label{eq:continuous} \textbf{n. Publishes by presenting an edited piece of writing to} \\ \textbf{others.}$

### Additional 3<sup>rd</sup> Grade Writing Standard

ELA<sub>3</sub>W<sub>2</sub>:

Writing in a Variety of Genres

<del></del>	100.0
<del></del>	
	-
9	
1 10 10 10	
	2
	No.
i and a second	
-	N. 80419

FI A MAIO		T	T	¬	
ELA 3W2				11	
The student	The student produces		The student produces a response to literature that:	1 8=	
produces a <i>narrative</i> that:	Informational writing that:	persuasive piece of writing that:	response to intereture that:		
	a. Captures a reader's		a. Captures a reader's	<b>-   </b>	
interest by writing	interest by setting a	interest by stating a clear	Interest by developing a		
both personal and	purpose and	position/opinion and	point of view.	-	
fantasy/imaginary	developing a point of	developing a point of	b. Demonstrates		
stories, setting a	view.	view.	understanding of the text,		
purpose, and	b. Sustains a focused		formulates an opinion, and	-	
developing a point of		and an organizational	supports a judgment.	1	
riew.	organizational pattern		, c. Makes connections: text-		
b. Sustains a focus.	based on purpose,	genre, expectations,	to-self, text-to-text, text-to-		
:. includes the	genre, expectations,	audience, and length.	world connections using	-	
	audience, and length.		significant details from the	§	
expectations, and	c. Includes relevant	throughout the paper that		11	
ength for the	examples, facts,	may include relevant	reading serveron.	-	8   W   W. N   19.5
audience and genre.	anecdotes, and details.				
d. Uses sensory	ancourter, and actume	anecdotes.		11	
details and other					111 Tal
literary language to				11	
communicate setting,				l i	
haracters, and plot.					
aleracters, end prot.			1		
NARRATIVE	INFORMATIONAL	PERSUASIVE R	ESPONSE TO LITERATURE		
	d. Uses organizational		. Uses appropriate		
			rganizational structures to		
			nsure coherence (T-charts,	1. <del></del>	
			ompare and contrast,		
			etter to author, rewrite the	1	
			nding, beginning, middle,	- 1	
			nding, beginning, middle, nd end with details from	9=	
	differences, questions				
			he text ).		
			. Provides a sense of		
transition		dosure. d	losure.	4000	
	and share information				
	on a topic,				
	f. Provides a sense of			37.	
	closure.			1	
action and dialogue.	1				
g. Provides a sense					The state of the s
of closure.	1			0.99	
h. May include	1			1	
rewriting.	}			163	
. May include a				-	
revised and	J			1	
edited draft.	1				
. May be published.				<u>-</u>	The second secon
CONTRACTOR OF STREET	OFFICE PROPERTY.	Contraction of the last of the	INCOME LEADING	120	
MINISTRA EN	The state of the s	Check Barrier		200	
The same of the sa		THE REAL PROPERTY.	The Party of the P		
				- 1	
				1 ~	
				1	
Maria					
new Ve	rtical Ali	gnment of	ГК-5	-	
		_		1	
Writing.	Standar	ds: <i>Narrat</i>	ive Genre	1	
AALICILIR	Juliual	us. Ivaliat	INC DELLIE		****
				1 -	
				1	
				1	
				-	
				1	
				1	
				-	
				1	
				1	
				1	

		GPS ELA WRIT	ING: NARRATIVE		
SLAKW2 The stedent prode	ELAIW2 The student produces		ELASWIZ The student produces a	ELAAWZ* The student produces a	ELASW2* The student produces a
a narrative that:	o narrother that:	narrative that:	nerrative that:	norrother that:	produces a servative
S. tawahiras ama ave	ML 2. Seglis to capture a	a. Capterus a residur's	e. Captures a readur's	s. Engages the rander by	s. Degrapes the reader by
b. Uses drewings,	reader's interest by	interest by unting a parametrizary in Bost or	interest by untiling both personal and featury	ustablishing a control, greating a point of view, and otherwise developing	contribing a control, charles a point of class, and otherwise descriping
letters, and phonetically spells		third person consistently. b. Degins to write a	Anaghary Hurler, setting a purpose, and developing a	and otherwise developing randor interest.	render Interest.
words to describe a personal experience	s du Gogles to melatain o. a focus.	Sentenplinaphory stortes. C Deplin to contain a	potest of stone. b. Surtistins a female.	b. Establishm a pint.	A Supplementary and the same
C. Begins to use	c. Adds details to	from.	b. Serteine & Fenge. c. Sededos the appropriate	upting and mailet, and/or the significance of events.	of store, setting, and smallet, sadjer the similarium of smalls.
organizational structures (baginal	exposed a story. d. Gogles to use	d. Indedor the appropriate purpose.	perpose, especiations, and length for the medican and	c. Creates on organising streeture.	s. Doores to experising
mitch, onli d. May include	organizational structure (haginaing,	ter the and term and the	genera. d. Uson summery details and	d. Indedes servery details and macrate language to	4 technics watery details
describing words.	mittle, and, and	genro. c. Domingo abarradors	other livery language to someouthets setting	and macrota language to decades pict and discretion. c. Endados extrements	and converts language to decrate plat and absences.
o. May Include a sense of classro.	sequence of events) and strategies	and soliting using sansary	sharedors, and plot.	***	details and instantaneous.
f. Includes eral er written ideas (area	(transition words, bic time one words).	adjusting and strong	e. Uses appropriate erganisational structures to	E. Dorologo complet characters through extinue	L Decretops complex eleptotics through uniform
estropes red	o. Begins to develop	vorbo). E. Mean organizational	moure paterones (mail developed beginning	describing the new feature of photochers and abstractor	of elements and elements
pictures). g. May include a	characters and setting through	middle, sed, and	middle, and end, and coquers of created and strategies from the	terrorseller. g. block a congo of appropriate necrythra	g. Unos a mage of
draft developed fro	on distagra and description	strategies (transition	words/johrsons and time	with principles worth to distribution,	appropriate numbers strategies under Facilities,
	adjectives.		ere words. I December also makes	tonden, or response. b. Provides a sense of	handadaring dilipa.
	f. Begins to develop a sense of closure.	g Degin to denday derectors through nation	through action and	doors.	h. Providence cannon of alcourse to the confidence.
I [	g. May include a uruf or written prowriting	and distagers.	g. Provides a seese of		L Life the forei of language uning appropriate strategies
	(graphic organizor).	ا استما			Indicates proper about the
	b. May belode a draft that is revised	L. May include preserving.  3. May include a restood	L tiley include a restand and edited draft.	"He shanger have been made to this original SPS 4"	Too abungso hores boom
	and odited. I. May be published.	and edited straft. b. May be published.	) they be published.	mode to this original GPS 4" Brode Hundard	ands to this original GPS I <sup>ab</sup> Broke Standard
L	Ir may no promiser.				<u> </u>
TOTAL STATE OF THE	10-1	Company of the last	2-1-1		
	THE REAL PROPERTY.	WIND THE REAL PROPERTY.	THE PARTY NAMED IN		No.
SOUTH SEAL			The state of the s	101 WARREN	
1930					
	_				
New'	Vertica	ıl Align	ment	∩f K-5	
1404	v Ci tica	" Wile i	IIICIIC	01 10 3	
\A/ri+i.	aa Star	darde			
VVIILII	ng Star	iuaius	•		
l <i>Intorr</i>	nation	ai Gen	ire		
,			_		
	GP8 F	LA WRITING: INF	FORMATIONAL		
CLARVI The states and an	BAIW1	ELAPWI The states and sea	EA3W2	FLAGATI* The student produces	The displant products
International uniting that	laformedance writing that	The eludant produces informational writing that	International producer informational period (e.g.,	lag, report, proordiers, correporters of their	mpst, promiers, ansopondenni flat
			procedures, report, correspondence   that		
n. timelres one topic. b. then drowings, fottors, one	a degles to supture a reader's interest	e. Copturus e repdur's Interest.	a. Coptures a reader's interest by setting a	e. I agapte the reader by cotabilishings meatest,	a Engages the renderby relabblishing a manual, serving
b. then drowings, letters, one phonotically spelled words to shore information.	b. Stoye on one topic and	Interest. b. Segme to motivis a feament topic. c. Individue the appropriate	purpose and developers o	contributions content, Contring a special of a solice, and solocular developing	orbiddings matent, working expender's rates, and otherwise developing reader
c lagra to one proposation		c. Individue the appropriate	point of view.  b. Serteius a focused topis.	6 Promos a sesial question	interest. In December a constanting idea
100000000000000000000000000000000000000		purpose, expectations, and	purpose, expediations, and	alternit op inner er siteration. 2 Creation op angeskring	that marrys a progration six s which, a Creaton six sugaristing
d New Indiana describing	tapis. d. Dagina to see	perpose, expectations, and length for the andrews and		I continue appropriate to a	a Creator on segmenting smoother appropriate on a
structurus (stope) d. May badydo dosarthing words. c. May badydo o sonos ef	topic. d. Stylen to use organizationalistratures (stops, descriptors,	grants. a Adda foots and details.	the grant.	specific purpose, audientic,	
otrostorus (stops) d. May inskyde decarding words. d. May inskyde a sonne of decare. f. Inskyde a nation written	topic, d. Stylen to use expensioners/streatment (stops, description, drawelaginal artist) and	genre. ¢ Adds foots and deputs. c. Uses organizational	Industry the appropriate perpose, expendentions, and length for the audience and the person.     Johnson Tolerand     Industry the audience and the person.	specific purpose, teriforess, and reactest. 4. Includes appropriate lucto	
otrostorus (stops) d. May inskyde decarding words. d. May inskyde a sonne of decare. f. Inskyde a nation written	topic, d. Stylen to use expensioners/streatment (stops, description, drawelaginal artist) and	genre. ¢ Adds foots and deputs. c. Uses organizational	outmother, footp, amendators, and datade.	and extensive developing reader lapsook.  5 Papeus a custool question allust ap large or attention. a Considera programing structure appropriate the specific purpless, and melosis, and melosis.  4. Includes appropriate funts and devolus.  • Eacher's extractions.	unation appropriate as a specific papear, policies, and unates. 4. Includes appropriate bats, and details.
strusturus (smps) d. May balayla describing userla. d. May balayla a sense of electra. d. balayla arelar urities prourities for passeries ideas largely arrestes and	topic, d. Stylen to use expensioners/streatment (stops, description, drawelaginal artist) and	genre. ¢ Adds foots and deputs. c. Uses organizational	outerplus, footp, securiories, and deputs. 5. Unes or projections!	specific purpose, and contents, and manners.  d. behavior appropriate facts and detailed and security of detailed and suppression spinoments.	specific passeure, podirenne, and marine. d. Inchein appempriate facts. and decade. or, Euclades autonomous details and maggeographs Information.
distributed (steppi) di hilly haldyd decerbing words. di hilly haldyd a sease of decers. It sudden and or written proverting to gaseen and polymed, di hilly badde a drift developed from province.	topic. d. Dogles to use e-genitation/directiveses (rings, descriptions, direcological erice) and directionidal profession directionidal profession directionidal profession directionidal profession directionidal d	genry,  § Adds from and deputs,  a. Vice organizational structural for sparrying information july-analogisal under, similarities and differential, questions and	examples, forty, possipions, and datada. a. Uses engrateritansi politores for moneyong anternation (altransingtes) anternation (altransingtes) anternation (altransingtes)	specific purpose, andicion, and specific. d. Indicion appropriate lasts and details. e. Embelor autorizatio details and languagement talesmentos. l. Uses a steap of appropriate stantogics, such	specific purpose, positivam, and succlosi. d. bedselve appropriate fuels, and distable, in Earthofen successors details, and suppropriate information, for the purpose of appropriate stronglies, such as providing.
strusturus (smps) d. May balayla describing userla. d. May balayla a sense of electra. d. balayla arelar urities prourities for passeries ideas largely arrestes and	topic. d. Buglin to use organizational utwalares (stops, description, development or organization divologies (devertation), a. Buglins to not proble floateres (before, posterres, headugil; f. Buglins to one a variety of recommanifecture distinued, interest, headugil.	gents.  § Adde foots and depute.  a. Uses organizational structures for equivajing information jobranatiogisal order, millerties and differences, questions and ancoured.  6. Once graphic footscruc jobrat, milder, graphic, a. hims a surviver of	emmphs, feets, enemphs, end details.  a. bless ergenized unei- patierns for moneyang information (altressingles) order, more and offerseast, positiones and offerseast,	operating purposes, and the season and contests, and contests, and contests and cheeses and cheeses and cheeses and cheeses and the contests a	operating perspective productions, and insolution appropriate fracts and describe.  A trade-describe superaportate information, and appropriate information, there is negative production and appropriate interesting in, such are providing there and describe, describing an onlying the original.
distributed (steppi) di hilly haldyd decerbing words. di hilly haldyd a sease of decers. It sudden and or written proverting to gaseen and polymed, di hilly badde a drift developed from province.	Sopia.  d. Bugins to use  or generative with waters  (stone, description,  description,  description,  description,  a bugue to use graphic  features (plantia, petiterus,  autorius).  E. diagne to use a variety of  ransonum (picture  description).  E. diagnes to use a variety of  ransonum (picture  description).  Beditterentes, liberand,  beditterentes,  beditterentes	gents.  § Adde foots and depute.  a. Uses organizational structures for equivajing information jobranatiogisal order, millerties and differences, questions and ancoured.  6. Once graphic footscruc jobrat, milder, graphic, a. hims a surviver of	emmphs, feets, enemptos, and details.  I lives organizational politicas for moneyong information (almostinginal order, more and offersease, planticities and differsease, specificas and assessin).  E. Most of versals of	o Embatro embarcostes desada and happenapeane talarmentes. I. Done a nange all appropriate strategies, such ar providing facts and detada, desembing as prohipmy the subject, and	and describ.  A Cartheles nonconnected describs and image-populate Information.  E. University of the providing there are described, describing are consigning to subject, and accoming a relevant paradete.  B there is forest more likely day  B there is forest more likely day.
distributed (steppi) di hilly haldyd decerbing words. di hilly haldyd a sease of decers. It sudden and or written proverting to gaseen and polymed, di hilly badde a drift developed from province.	Sapin.  d. Suglen to use expendenteriumiterus expendenteriumiterus expendenteriumiterus expendenteriumiterus expendenteriumiterus expendenteriumiterus expendenteriumiterus expendenteriumiterus expendenterus expen	gante.  a Unas inguistaturad  a Unas inguistaturad  atrastirum for souveying  intercentian johrmaningimi andre, similaritas and diffurnama, specimen and diffurnama, specimen and diffurnama, specimen and diffurnama, specimen and diffurnama, specimen and diffurnama, specimen and plantin, mitter, graphol, g Unas a variety of staturara, borful te resource, and share internation on a	emmights, foots, enemdetes, and doptes.  I lives organizational political for emonyang adversation (phranologisal order, excess and offset, planifection to differences, questions and amounty.  I. Uses a variety of resources (exceptiopodie, intervent, bestal) to research	e Embotro enticircents drade and Inappropriate talpempion. I. Dors a stonge of appropriate storingirs, such ar promising facts and details, deventing on analyzing the surbival. and marrieding or relevant	and describ.  A Cartheles nonconnected describs and image-populate Information.  E. University of the providing there are described, describing are consigning to subject, and accoming a relevant paradete.  B there is forest more likely day  B there is forest more likely day.
distributed (steppi) di hilly haldyd decerbing words. di hilly haldyd a sease of decers. It sudden and or written proverting to gaseen and polymed, di hilly badde a drift developed from province.	Sapin.  d. Suglen to use expendentementations expendentementations (chape, description, demensinguid enrich) and chape, description, demensinguid enrich; and chronical chapes to use graphic features (dementation), a. Sugue to use graphic features (dementation), features (dementation), features (dementation), features (dementation) features (dementation) deliberancies, la (dementa	gentre.  ¿ Adde Tools and dejede.  a. Uses repertisebened  introduced for conveying  latinosette (phrasologists)  latinosette (phrasologists)  differentials (phrasologists)  differentials (phrasologists)  differentials (phrasologists)  differentials (phrasologists)  differentials (phrasologists)  differentials (phrasologists)  justices (phrasologists)  intervent, bording for research  latinoset, bording for research  latinoset.  latin	emmights, foots, enemdette, and dopale.  I lives organizational political for emoryong educations (phramologisal order, excess of effect, jointfestion to differential, geoditive and amounty.  E. Unit is variety of recovers (evolutiopodir, recovers (evolutiopodir, recovers, beds) to recover and others inferentian on a lagar.	e Embotro enticircents drade and Inappropriate talpempion. I. Dors a stonge of appropriate storingirs, such ar promising facts and details, deventing on analyzing the surbival. and marrieding or relevant	and describ.  A Cartheles nonconnected describs and image-populate Information.  E. University of the providing there are described, describing are consigning to subject, and accoming a relevant paradete.  B there is forest more likely day  B there is forest more likely day.
distributed (steppi) di hilly haldyd decerbing words. di hilly haldyd a sease of decers. It sudden and or written proverting to gaseen and polymed, di hilly badde a drift developed from province.	Sopin. So uso  organizational relativational  organizational relativational  organizational  o	gentre.  ¿ Adde Tools and dejede.  a. Uses repertisebened  introduced for conveying  latinosette (phrasologists)  latinosette (phrasologists)  differentials (phrasologists)  differentials (phrasologists)  differentials (phrasologists)  differentials (phrasologists)  differentials (phrasologists)  differentials (phrasologists)  justices (phrasologists)  intervent, bording for research  latinoset, bording for research  latinoset.  latin	summples, freig, senerárias, en dispota, en lives organizationai patienna for asserveyas señematas la jumentajami anterior, seve anti officia, paratiferias sel differensis, paratiferias sel differensis, paratiferias sel conjugidação, historias, bedala to rescent and plans, and plans information on a lagist.	e Embotro enticircents drade and Inappropriate talpempion. I. Dors a stonge of appropriate storingirs, such ar promising facts and details, deventing on analyzing the surbival. and marrieding or relevant	and describ.  A Cartheles nonconnected describs and image-populate Information.  E. University of the providing there are described, describing are consigning to subject, and accoming a relevant paradete.  B there is forest more likely day  B there is forest more likely day.
distributed (steppi) di hilly haldyd decerbing words. di hilly haldyd a sease of decers. It sudden and or written proverting to gaseen and polymed, di hilly badde a drift developed from province.	topic.  d. Suglan to use organizational visconium organizational visconium organizational visconium organization organizat	gante.  a Unas inguistaturad  a Unas inguistaturad  atrastirum for souveying  intercentian johrmaningimi andre, similaritas and diffurnama, specimen and diffurnama, specimen and diffurnama, specimen and diffurnama, specimen and diffurnama, specimen and diffurnama, specimen and plantin, mitter, graphol, g Unas a variety of staturara, borful te resource, and share internation on a	summylan, frotz, snandrám, and displat.  In Uses organizational amoneya patienes for memoryang subcensations (almonalisation), patients for memoryang subcensation (almonalisation), patients and differential patients and differential patients and differential patients, beauting to research formers, beauting to research says days information on a high.  g. Provides a versue of disease.  In Linky leaking providing the pro-	or Enthulors with consist forms of the Consistence	and describ.  A Cartheles nonconnected describs and image-populate Information.  E. University of the providing there are described, describing are consigning to subject, and accoming a relevant paradete.  B there is forest more likely day  B there is forest more likely day.
distributed (steppi) di hilly haldyd decerbing words. di hilly haldyd a sease of decers. It sudden and or written proverting to gaseen and polymed, di hilly badde a drift developed from province.	Sopin. So uso  organizational relativational  organizational relativational  organizational  o	ganin-  g Adde Seda and dejede.  a. Near regardatement invalves for conveying habronative jahranatives habronative jahranatives habronative jahranatives deffurnana, questione and deffurnana, questione and deffurnana, questione and jahranatives jahranat	sample, tota, passivist, analysis, and adapta.  6. Uses organization and analysis of the analy	or Bashare untravensal deschi sed bappanparte balansalas sid bappanparte balansalas sid balansalas appropriate servicijan, serb or providing facts and deschi, desching the selpin, and servicing a selpin, and servicing pure, and servicing pure, and and selpin and servicing pure, and servicing pure, and servicing pure, and servicing pure, and servicing the servicing of the service of the s	and details.  Earthrier outcomes details and image-position information.  E time a songe of appropriate attention, with an providing them and any providing them and any providing them and any providing their and details, desarbing any analysing time subject, and appropriate subject, and them for a first subject and the subject subjects.
distributed (steppi) di hilly haldyd decerbing words. di hilly haldyd a sease of decers. It sudden and or written proverting to gaseen and polymed, di hilly badde a drift developed from province.	lapids.  de ligida las sea especialisation de la ligida la sea especialisation de la ligida la sea especialisation de la ligida del ligida de la ligida de la ligida de la ligida del ligida de la ligida de la ligida de la ligida del li	ganin-  ganin-  a Adde Stoth and delpide.  a. Note organizationed  and convenient and delpide.  allowed and and and and and and and and and an	summylan, frotz, snandrám, and displat.  In Uses organizational amoneya patienes for memoryang subcensations (almonalisation), patients for memoryang subcensation (almonalisation), patients and differential patients and differential patients and differential patients, beauting to research formers, beauting to research says days information on a high.  g. Provides a versue of disease.  In Linky leaking providing the pro-	or Enthulors with consist forms of the Consistence	and describ.  A Cartheles nonconnected describs and image-populate Information.  E. University of the providing there are described, describing are consigning to subject, and accoming a relevant paradete.  B there is forest more likely day  B there is forest more likely day.

New Vertical Alignment of K-5	
Writing Standards: Persuasive Genre	
Manufacture 1	
GPS ELA WRITING: PERSUASIVE  [BANK2   BANK2	
This selector produces a personal producer a p	
In larger van worde, literart large varieting as instructive y striking as literart large varieties, postaliture, literart large, postaliture, literart large, postaliture, literart large, postaliture, literart large, postaliture, literart larger van lar	
the gaves factors, de faquites some supercisions, some facuglis specialists, some facuglists, some facult some f	
writes to generate Makes (greated).  1. Mary hashed send of the depresentation of greaters and writes preventing or and dross, many hashed read-word, many planting and drosses, many p	
deputation of the control and classes.  I have includes a classes.  I have included a classes and classes.  I have included a classes and classes.  I have included a classes and	
indeportunament, monde and temporary string boats reviews, appropriate orange of 1. In your date or some of 5. All And I reliefs power than 5.	
is, May reduct a ranked and other do not.  L. Keing as antimized.	A 20-0018-02-0-2-3-
New Vertical Alignment of K-5	
Writing Standards:	
Response to Literature Genre	
	***************************************

BLM/W2	ELA1W2	ELA2W2	ELA3W2	ELANY2*	BYNS.
The student produces	The student produces	The student produces a	The student produces a	The student produces a	The student produces a
a response to	а георома te	response to literature	response to	response to Receive	response to Blorature
Reveters that:	Storeture that:	theti	Storeture that:	that	that
s. Ratells e story erally,	s. Captures a reeder's	s, Captures e reader's	s. Captures a reader's	n. Engages the runder by	n. Engages the reader by
through pictures, or in	Interest by stating a	interest by stating an	Interest by developing a	ustabilishing a contest,	establishing a context,
writing.	partica/aphien shout		point of view.		creating a speaker's
b. Atolies connections:	a text.	b. Demonstrates	h. Demonstrates	and otherwise developing	voice, and otherwise
text-to-self, text-to-	b. Segins to	understanding of the	understanding of the test,	reeder interest.	developing reader
text, text-to-world.	darnonstrate an	text and expresses and	formulates an opinion, and	b. Advances a judgment	interest.
c. Begins to use	understanding of the	repuerts on aphrica.	supports a Judgment.	that is interpretive,	b. Advances a judgment
organizational	text through oral	c, Malus connections:	c. Makes connections:	evaluative, or reflective.	that is interpretive,
structures ( beginning,	retelling, pictures, or	text-to-self, text-to-text,	tent-to-self, text-to-text,	c. Supports Judgments	gvaluativa, or reflective.
middle, end)	in writing.	test-to-world using	text-to-world connections	through references to the	C. Supports judgments
d. Prowrites erady or	c. Makes connections:	detalls from the reading	using significant details	text, other works, authors,	through references to
written to generate	text-to-self, text-to-	selection.	from the reading	or non-print modile, or	the test, other works,
Ideas (graphic	test, test-to-world.	d. Uses organizational	selection.	references to personal	outhers, or non-print
organizers, pictures).	d. Begins to use	structures to onsure	d. Uses appropriate	Imerufedge.	media, or references to
n. May include a siraft	erzantzational	ceherence (T-charts.	organizational structures	d. Demonstrates an	personal loanwiedes.
developed from	structures (beginning,	compare and contrast.	to ensure coherence (T-	understanding of the	d. Develops
prewriting.	middle, and and with	letter to sether, rewrite	charts, compare and	Marary work (s.c., a	Interpretations that
f. May include a sense	details from the text).	the ending, beginning,	contrast, letter to author.	summery that contains the	exhibit careful reading
of clooves.	a, May have a sense of	middle, and and with	rewrite the engine.	main lates and most	and demandrate on
	clears.	details from the text).	beginning models, and	pagnificant details of the	understanding of the
	f. May technic oral or	a. Develops a sense of	and with datads from the	reading selection).	Merany work.
	wrates prewriting	closure.	text).	e. Excludes extraneous	a. Dicheles astronoms
	(graphic organizors).	f. Marchada	a Province a series of	details and insperceriets	distalls and inappropriets
	a. May include a straft	properties.	clasure.	information.	information.
	that in revised and	a. May include a straft	f. May include prounities.	J. Provides a sense of	S. Provides a sense of
	colitori.	that is revised and	a. May include a draft that	cleaves to the writing.	closure to the writing.
	h. Marcha published.	mitted.	is revised and edited.		e. Lifts the level of
		h. Mary be contributed.	b. May be malifiched.	ĺ	learners units
	I			!	Appropriate strategies
			I	*	including word choics.

### 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

7 <del>4</del>	AND A SECURITION OF A SECURITI
340	
	CO-1110000000000000000000000000000000000
· · · · · · · · · · · · · · · · · · ·	
	12 22
1	
	<del></del>
<u></u>	
<del></del>	
·	

### Impact on Testing

- On the 2009 CRCT, students will be tested on the current ELA Standards in effect (ELA<sub>1</sub>W<sub>1</sub>, ELA<sub>2</sub>W<sub>1</sub>, and ELA<sub>3</sub>W<sub>1</sub>)
- 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 \*CRCT/GKIDS will be based on current ELA Standards/Elements | CRCT/GKIDS will be based on the fully operational curriculum field test items based on additional K-3 Standard/Elements | S

### **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

(#4 · · · · · · · · · · · · · · · · · · ·
The state of the s
St. Company

### 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

### GENERAL GEN

\$16189yye
<del> </del>
W   1000

### 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

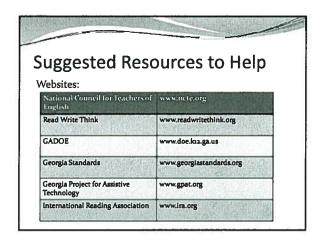
### More Best Practices to Consider. . .

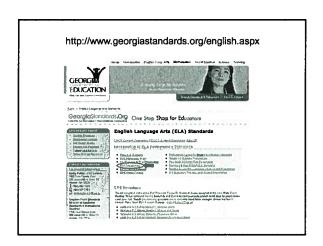
- Teacher modeling of how to write in different genres, in addition to the writing process
- Learning of grammar and mechanics in context of writing content rather than in isolation
- Writing for real audiences and for real purposes
- Constructive teacher feedback about student writing
- Supportive classroom environment
- Student ownership in writing and self assessment
  Source: Best Practices-Today's Standards for Teaching and Learning in America's Schools

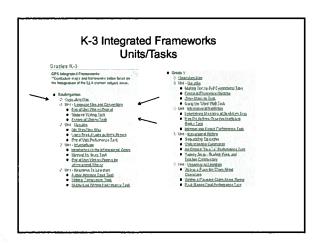
### **Develop a Learning Community**

- 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

\$ <del></del>
3 <del></del>
Name of the Control o
****
-







### K-3 Integrated Frameworks Units/Tasks \* Continue Integrated Frameworks Units/Tasks \* Continue Integrated Frameworks Units/Tasks \* Continue Integrated Frameworks \* Continue

### ELA Best Practice Videos http://www.georgiastandards.org/english.aspx GEORGIA Supplication of the supp

### More Suggested Resources Books: Daniels, H. and Zemelman, S. (2005). Best Practice, Third Edition: Today's Standards for Teaching and Learning in America's Schools. Portsmouth, NH: Heinemann. Fletcher, R. and Portalupi, J. (2007). Craft Lessons: Teaching Writing K-8. Portland, ME: Stenhouse. Fletcher, R. and Portalupi, J. (2007). Nonfiction Craft Lessons: Teaching Information Writing K-8. Portland, ME: Stenhouse. Hale, E. (2008). Crafting Writers, K-6. Portland, ME: Stenhouse.

### **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

-	
	****
·	42.003
A THE STORY OF THE	
	Situation in the situation of the situat
<del>200</del> 13	
-	
<del></del>	100 <b>2002</b> 0 -
•	17 HTW F
	100 477770

### We Need Your Help

If you or a teacher you know is an expert in standardsbased 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) 463-1933

Jeffrey Dillard, ELA Elementary Program Specialist, jdillard@doe.k12.ga.us (404) 463-0507



# Current Grade 3 ELA Writing

# Standard

- ELA<sub>3</sub>W<sub>1</sub> 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.

- d. Uses organizational patterns for conveying answers). effect, similarity and difference, questions and information (e.g., chronological order, cause and
- e. Begins to use appropriate structures to ensure subheadings, numbering). coherence (e.g., transition words and phrases, bullets,
- 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.

- 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 supports a judgment. understanding of the text, formulates an opinion, and

- 1. 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.

# Standard Additional 3<sup>rd</sup> Grade Writing

ELA3W2:

Writing in a Variety of Genres

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

NARRATIVE	INFORMATIONAL	PERSUASIVE	RESPONSE TO LITERATURE
e. Uses appropriate	<b>d.</b> Uses organizational <b>d.</b> Uses appropria	d. Uses appropriate	d. Uses appropriate
organizational	patterns for conveying	patterns for conveying organizational structures	organizational structures to
structures to ensure	information (e.g.,	to ensure coherence	ensure coherence (T-charts,
coherence (well	chronological order,	(e.g., introduction, body,	compare and contrast,
developed	cause and effect,	conclusion, speech,	letter to author, rewrite the
beginning, middle,	similarities and	brochure,	ending, beginning, middle,
and end, and	differences, questions	advertisement, movie	and end with details from
sequence of events)	and answers).	and book reviews).	the text ).
and strategies	e. Uses a variety of	e. Provides a sense of	e. Provides a sense of
(transition	resources to research	closure.	closure.
words/phrases, time	and share information		
cue words).	on a topic.		9
f. Develops	f. Provides a sense of		
characters through	closure.		
action and dialogue.			
g. Provides a sense			
of closure.			
h. May include			
prewriting.			
i. May include a			
revised and			
edited draft.			
i. Mav be published.			

## GPS ELA WRITING: NARRATIVE GENRE

7		1		,	
ELAKW2	ELAIW2	ELA2W2	ELA3W2	ELA4W2*	ELA5W2*
The student	The student	The student produces	The student produces a	The student produces a	The student produces a
produces a narrative that:	produces a narrative that:	a narrative that:	narrative that:	narrative that:	produces a narrative that:
a. Involves one event.	a. Begins to capture a	a. Captures a reader's	a. Captures a reader's interest	a. Engages the reader by	a. Engages the reader by
<b>b.</b> Uses drawings, letters,	reader's interest by	interest by writing a	by writing both personal and	establishing a context,	establishing a context,
and phonetically spelled	writing a personal story.	personal story in first or	fantasy/imaginary stories,	creating a point of view, and	creating a point of view, and
words to describe a	<b>b.</b> Begins to maintain a	third person consistently.	setting a purpose, and	otherwise developing reader	otherwise developing
personal experience.	focus.	<b>b.</b> Begins to write	developing a point of view.	interest.	reader interest.
c. Begins to use	c. Adds details to expand	fantasy/imaginary stories.	<b>b.</b> Sustains a focus.	<ul><li>b. Establishes a plot, setting,</li></ul>	<b>b.</b> Establishes a plot, point
organizational structures	a story.	c. Begins to sustain a focus.	c. Includes the appropriate	and conflict, and/or the	of view, setting, and
(beginning, middle, end ).	d. Begins to use	<b>d.</b> Includes the appropriate	purpose, expectations, and	significance of events.	conflict, and/or the
words	organizational structures	purpose, expectations, and	length for the audience and	c. Creates an organizing	significance of events.
e. May include a sense of	and segmence of events)	genre	d Hees senson, details and	d Includes sensony details	c. Cleates all O'Ballizing
closure.	and strategies (transition	e. Develops characters and	other literary language to	and concrete language to	d. Includes sensory details
f. Includes oral or written	words and time cue	setting using sensory details	communicate setting,	develop plot and character.	and concrete language to
prewriting to generate	words).	(descriptive adjectives and	characters, and plot.	e. Excludes extraneous details	develop plot and character.
ideas (graphic organizers	e. Begins to develop	strong verbs).	e. Uses appropriate	and inconsistencies.	e. Excludes extraneous
and pictures).	characters and setting	f. Uses organizational	organizational structures to	f. Develops complex	details and inconsistencies.
g. May include a draft	through dialogue and	structures (beginning,	ensure coherence (well	characters through actions	f. Develops complex
developed from	descriptive adjectives.	middle, end, and sequence	developed beginning, middle,	describing the motivation of	characters through actions
prewriting .	f. Begins to develop a	of events) and strategies	and end, and sequence of	characters and character	describing the motivation of
	sense of closure.	(transitional words/phrases,	events) and strategies	conversation.	characters and character
	g. May include oral or	time cue words).	(transition words/phrases,	g. Uses a range of appropriate	conversation.
	written prewriting	g. Begins to develop	time cue words, and sequence	narrative strategies such as	g. Uses a range of
	(graphic organizer).	characters through action	of events).	dialogue, tension, or	appropriate narrative
	h. May include a draft	and dialogue.	f. Develops characters	suspense.	strategies such as flashback,
	that is revised and edited.	h. Develops a sense of	through action and dialogue.	h. Provides a sense of closure.	foreshadowing, dialogue,
	i. May be published.	closure.	g. Provides a sense of closure.		tension, or suspense.
		<ol> <li>May include prewriting.</li> </ol>	<ul> <li>h. May include prewriting.</li> </ul>		h. Provides a sense of
		<li>j. May include a revised</li>	<ol> <li>May include a revised and</li> </ol>		closure to the writing.
		and edited draft.	edited draft.		i. Lifts the level of language
2		k. May be published.	j. May be published.		using appropriate strategies
(C)					including word choice.

# GPS ELA WRITING: INFORMATIONAL GENRE

ELAKW2	FLA1W2	FI A2W2	FI A3W2	FI A4W2*	FIA5W2*
	!			!	
informational writing	The student produces informational writing that:	The student produces informational writing that:	The student produces informational writing (e.g.,	The student produces informational writing	The student produces informational writing (e.g.,
that:			procedures, report, correspondence) that:	(e.g., report, procedures, correspondence) that:	report, procedures, correspondence) that:
a. Involves one topic.	a. Begins to capture a	a. Captures a reader's	a. Captures a reader's	a. Engages the reader by	a. Engages the reader by
<b>b.</b> Uses drawings, letters, and	reader's interest.	interest.	interest by setting a	establishing a context,	establishing a context, creating
phonetically spelled words to	<b>b.</b> Stays on one topic and	<b>b.</b> Begins to sustain a	purpose and developing a	creating a speaker's voice,	a speaker's voice, and
share information.	begins to maintain a focus.	focused topic	point of view.	and otherwise developing	otherwise developing reader
c. Begins to use organizational	c. Adds details to expand a	c. Includes the appropriate	<b>b.</b> Sustains a focused topic.	reader interest.	interest.
structures (steps)	topic.	purpose, expectations, and	c. Includes the appropriate	b. Frames a central question	b. Develops a controlling idea
d. May include describing	d. Begins to use	length for the audience and	purpose, expectations, and	about an issue or situation.	that conveys a perspective on a
words.	organizational structures	genre.	length for the audience and	c. Creates an organizing	subject.
e. May include a sense of	(steps , chronological order)	d. Adds facts and details.	the genre.	structure appropriate to a	c. Creates an organizing
closure.	and strategies (description).	e. Uses organizational	d. Includes relevant	specific purpose, audience,	structure appropriate to a
t. Includes oral or written	e. Begins to use graphic	structures for conveying	examples, facts, anecdotes,	and context.	specific purpose, audience, and
prewriting to generate ideas	reatures (charts, pictures,	information (chronological	and details.	d. Includes appropriate facts	context.
(graphic organizers and	neadings).	order, similarities and		and details.	d. Includes appropriate facts
a Marriaghada dant	in degrits to use a valuety of	differences, quescions and	structures for conveying	e. Excludes extraneous	and details.
g. Ividy include a grait	resources (picture	answers).	intermation (chronological	details and inappropriate	e. Excludes extraneous details
h May publish a final com.	bolo) and the terner,	r. Uses grapnic reatures	order, cause and effect,	information.	and inappropriate information.
ii: ividy publish a littal copy.	pooks) and strategies to	(cnarts, tables, graphs).	similarities and differences,	f. Uses a range of	f. Uses a range of appropriate
	gather information to write	g. Uses a variety of	questions and answers).	appropriate strategies, such	strategies, such as providing
	about a topic.	resources (encyclopedia,	T. Uses a variety of	as providing facts and	facts and details, describing or
	g. Begins to develop a sense	Internet, books) to research	resources (encyclopedia,	details, describing or	analyzing the subject, and
	h May include oral or	tonic	and share information on a	analyzing the subject, and	narrating a relevant anecdote.
	written prewriting (graphic	h. Develops a sense of	topic	narrating a relevant	g. Draws from more than one
	organizers).	closure.	g. Provides a sense of	anecdote.	source of information such as
	i. May include a draft that	i. May include prewriting.	closure.	g. Draws from more than	speakers, books, newspapers,
	is revised and edited.	j. May include a draft that	<ul> <li>h. May include prewriting.</li> </ul>	one source of information	and online materials.
	<ol> <li>j. May be published.</li> </ol>	is revised and edited.	<ol> <li>May include a draft that</li> </ol>	such as speakers, books,	h. Provides a sense of closure
		k. May be published.	is revised and edited.	newspapers, and online	to the writing.
			<ol> <li>May be published.</li> </ol>	materials.	i. Lifts the level of language
				h. Provides a sense of	using appropriate strategies
				closure to the writing.	including word choice.

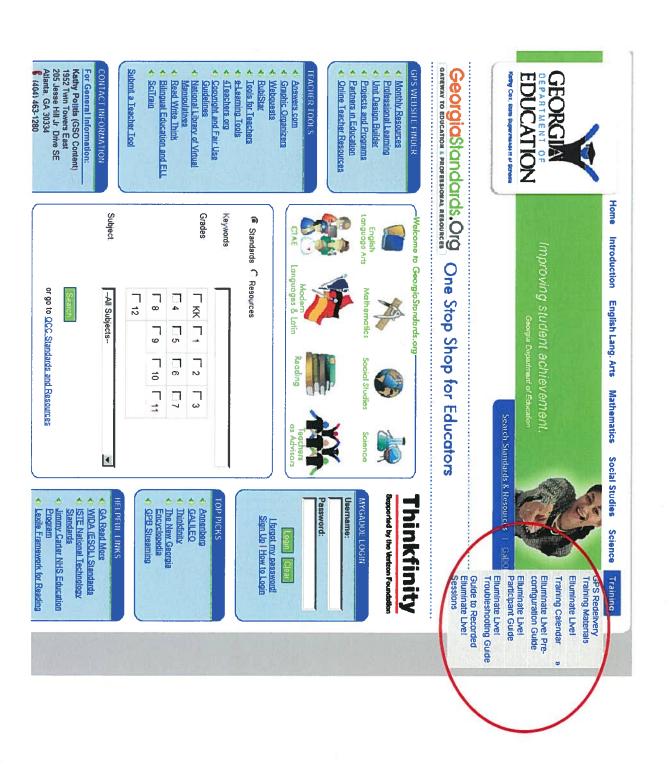
# GPS ELA WRITING: PERSUASIVE GENRE

The student	The student				The student produces
	The student	The children produces	41.	The children arealises	The standard and a
	ייני טינשמנייר	The student produces	ine student produces a	The student produces a	The student produces a
produces a p	produces a	a persuasive piece of	persuasive piece of	persuasive piece that:	persuasive piece that:
persuasive piece of	persuasive piece	writing that	writing that:		
	of writing that:	•	d		
a. States an opinion.	a. Captures a reader's	a. Captures a reader's	a. Captures a reader's interest	a. Engages the reader by	a. Engages the reader by
	interest by stating a	interest by stating a clear	by stating a clear	establishing a context.	establishing a context
phics	position/opinion.	position/opinion.	position/opinion and	creating a speaker's voice	crosting a spostor's voice
	<b>b.</b> Begins to maintain a	<b>b.</b> Begins to sustain a focus.	developing a point of view.	or desired a specific desired	or coming a speaker a voice,
c. Begins to use formats f	focus.	c. Includes the appropriate	<b>b</b> . Sustains a focus.	and otherwise developing	and otherwise developing
רט	c. Adds details to support	purpose, expectations, and	c. Includes the appropriate	reader interest.	reader interest.
	an opinion.	length for audience and the	purpose, expectations, and	<b>b.</b> States a clear position.	<b>b.</b> States a clear position in
describing	<b>d.</b> Begins to use formats	genre.	length for audience and the	c. Supports a position with	support of a proposal.
words.	appropriate to the genre	d. Adds supportive details	genre.	relevant evidence.	c. Supports a position with
e. Prewrites orally or	(letter, list of reasons,	throughout.	d. Adds supportive details	d. Excludes extraneous details	relevant evidence
written to generate ideas   p	poster).	e. Uses appropriate formats	throughout the paper that	and inappropriate	d Creates an organizing
(graphic organizers and e	e. May have a sense of	(letter, list of pros and cons,	may include relevant		
pictures).	closure.	advertisement).	examples, facts, and	IIIIOITIIduoii.	structure appropriate to a
f. May include a draft f.	f. May include oral or	f. Develops a sense of	anecdotes.	e. Creates an organizing	specific purpose, audience,
developed from v	written prewriting	closure.	e. Uses appropriate	structure appropriate to a	and context.
prewriting. (	(graphic organizer).	g. May include prewriting.	organizational structures to	specific purpose, audience,	e. Addresses reader
g. May include a sense of g	g. May include a draft	h. May include a revised	ensure coherence	and context.	concerns.
closure. t	that is revised and edited.	and edited draft.	(introduction, body,	f. Provides a sense of closure	f. Excludes extraneous
	h. May be published.	i. May be published.	conclusion) and appropriate	to the writing	details and inappropriate
			formats (speech, brochure,	Ģ.	
			advertisement, movie and		miormation.
•			book reviews).		g. Provides a sense of
			f. Provides a sense of closure.		closure to the writing.
			g. May include prewriting.		h. Raises the level of
			h. May include a revised and		language using appropriate
			edited draft.		strategies (word choice)
			i. May be published.		פנו פובפובים (איסות בווסובב).

# GPS ELA WRITING: RESPONSE TO LITERATURE GENRE

including word choice.					€
using appropriate strategies					
g. Lifts the level of language	to the writing.				
closure to the writing.	f. Provides a sense of closure				
f. Provides a sense of	information.				
information.	and inappropriate		h. May be published.	h. May be published.	
details and inappropriate	e. Excludes extraneous details		is revised and edited.	that is revised and edited.	
e. Excludes extraneous	reading selection).	h. May be published.	g. May include a draft that	g. May include a draft	
literary work.	most significant details of the	revised and edited.	f. May include prewriting.	(graphic organizers).	
understanding of the	contains the main idea and	g. May include a draft that is	closure.	written prewriting	
and demonstrate an	work (e.g., a summary that	f. May include prewriting.	e. Develops a sense of	f. May include oral or	
ular exhibit calein leaning	allocistanding of the fitter at y	e. Provides a sense of closure.	the text).	closure.	
that exhibit careful reading	understanding of the literary	with details from the text).	and end with details from	e. May have a sense of	closure.
<b>d.</b> Develops interpretations	d. Demonstrates an	beginning, middle, and end	ending, beginning, middle,	text).	f. May include a sense of
knowledge.	knowledge.	to author, rewrite the ending,	letter to author, rewrite the	end with details from the	prewriting.
references to personal	references to personal	compare and contrast, letter	compare and contrast,	(beginning, middle, and	developed from
or non-print media, or	non-print media, or	ensure coherence (T-charts,	coherence (T-charts,	organizational structures	e. May include a draft
text, other works, authors,	text, other works, authors, or	organizational structures to	structures to ensure	d. Begins to use	pictures).
נווו ספורו פוכופווכפי נס נווכ	took other make suthern or	d. Uses appropriate	d. Uses organizational	text-to-world.	(graphic organizers,
through references to the	through references to the	reading selection.	reading selection.	text-to-self, text-to-text,	written to generate ideas
c. Supports judgments	c. Supports judgments	significant details from the	world using details from the	c. Makes connections:	<b>d.</b> Prewrites orally or
evaluative, or reflective.	reflective.	world connections using	to-self, text-to-text, text-to-	writing.	( beginning, middle, end)
that is interpretive,	is interpretive, evaluative, or	self, text-to-text, text-to-	c. Makes connections: text-	retelling, pictures, or in	organizational structures
<b>b</b> . Advances a judgment	<b>b.</b> Advances a judgment that	c. Makes connections: text-to-	an opinion.	text through oral	c. Begins to use
reader interest.	reader interest.	supports a judgment.	and expresses and supports	an understanding of the	text- to-world.
alid otilel wise developing	alla ottlet wise developing	formulates an opinion, and	understanding of the text	<b>b.</b> Begins to demonstrate	text-to-self, text-to-text,
	and otherwise developing	understanding of the text,	<b>b.</b> Demonstrates	text.	<b>b.</b> Makes connections:
creating a speaker's voice	creating a speaker's voice	<b>b</b> . Demonstrates	opinion about a text.	position/opinion about a	writing.
establishing a context,	establishing a context,	by developing a point of view.	interest by stating an	interest by stating a	through pictures, or in
<ul> <li>a. Engages the reader by</li> </ul>	a. Engages the reader by	a. Captures a reader's interest	a. Captures a reader's	a. Captures a reader's	a. Retells a story orally,
		literature that:	וונפו מנמו כי נוומנ.	יס וויכומוטוכ וומו.	יס וויט מימור
+ha+·			1:+) u) + F) + .	+>   +>   +>   +>   +>   +>   +>   +>	to literature that
response to literature	response to literature that:	response to	a response to	produces a response	produces a response
The student produces a	The student produces a	The student produces a	The student produces	The student	The student
ELASW2*	ELA4W2*	ELA3W2	ELAZWZ	ELAIWZ	ELYXXX
1	1	1	7	רו איווי	E1 V L/V/2

# www.georgiastandards.org



# http://www.georgiastandards.org/english.aspx



Home » English Language Arts Standards

### GATEWAY TO EDUCATION & PROFESSIONAL RESOURCES GeorgiaStandards.Org One Stop Shop for Educators

### GPS WEBSITE FINDER Professional Learning Monthly Resources

- Unit Design Builder
- Partners in Education Projects and Programs
- Online Teacher Resources

Kathy Politis (GSO Content)
1952 Twin Towers East
205 Jesse Hill Jr Drive SE
Atlanta, GA 30334
6 (404) 463-1280
6 (404) 657-5183
8 kpolitis@doe.k12.ga.us For General Information:

1766 Twin Towers East 205 Jesse Hill Jr. Drive SE Atlanta GA 30334 **Director of Academic** Stephen Pruitt (Standards) Standards & Instructional

# **English Language Arts (ELA) Standards**

CRCT Content Descriptors | EOCT Content Descriptors | GHSGT

## Introduction to ELA Performance Standards

- Executive Summary
- **ELA Introductory Video**
- **ELA Frameworks**

**GPS Online Training** 

- GPS Training Material Unit Planning in ELA Presentation
- Grades 4-8 Overview Presentation Professional Support for Grades K-3 Reading Standards
- New Grade 8 Writing Test Presentation
- Reading the High School ELA Standards
- Unit Evaluation Process High School Presentation Reading Across the Curriculum - High School Presentation

### **GPS Revisions**

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

- 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

# K-3 Integrated Frameworks Units/Tasks

### **Grades K-3**

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

# K-3 Integrated Frameworks Units/Tasks

- Grade 2
- O Curriculum Map
- O Unit Narrative
- Adding Details to Create: Vivid Pictures

  Task
- Creating a Narrative Story with a Beginning, Middle, and End Task
- Using a Vanety of Pronouns Correctly

  Task
- End of Unit Product Narrative
- O Unit Informational/Nonfiction
- Think Before You Write Task
- How To Use Text Structure Task
- Informational End Of Unit Performance
- O Unit Persuasive
- Determining Importance Task
- Facts vs. Opinion Task
- Persuasive Culminating Performance
  Task
- O Unit Response to Literature
- Responding to Nonfiction Task
- Revisiting Text Task
- End of Unit Performance Task

- Grade 3
- O Curriculum Map
- O Unit Narrative
- Character Development Task
- End of Unit Composition
- Organizational Structure Learning Task
- Sentence Structure and Using Correct
  Punctuation Task
- O Unit Informational/Nonfiction
- Nonfiction Organizational Task
- Voice in Nonfiction Task
- Information End of Unit Composition
- O Unit Persuasive
- Organizing Persuasive Writing Task
- Point of View in Persuasive Writing Task
- Persuasive Writing Culminating
- Performance Task
- O Unit Response to Literature
- Making Connections Task

  Making Judgement Task
- Making Judgement Task
- Determining Theme Task
  End of Unit Performance Task
- Frog Princess Student Work/Teacher
- Commentary

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



Home » English Language Arts Standards



One Stop Shop for Educators

### GPS WEBSITE FINDER Partners in Education Projects and Programs Unit Design Builder Professional Learning Online Teacher Resources Monthly Resources

# English Language Arts (ELA) Standards

CRCT Content Descriptors | EOCT Content Descriptors | GHSGT

# Introduction to ELA Performance Standards

- ELA Introductory Video Executive Summary
- Unit Planning in ELA Presentation
- **ELA Frameworks**

Kathy Politis (GSO Content)

or General Information:

1952 Twin Towers East

CONTACT INFORMATION

- **GPS Online Training GPS Training Materials**
- Grades 4-8 Overview Presentation Professional Support for Grades K-3 Reading Standards
- New Grade 8 Writing Test Presentation
- Reading the High School ELA Standards
- Unit Evaluation Process High School Presentation Reading Across the Curriculum - High School Presentation