

Your Formative
Writing Solution!



Florida's B.E.S.T. Standards Writing Program

writescore.com

(866) 456-0590

sales@writescore.com

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Learn About Write Score




We are pleased to share our exclusive Florida B.E.S.T. Standards Writing Program with you.

Write Score provides much-needed resources to educators with its professionally-scored formative writing assessments and instructional resources aligned to the Florida B.E.S.T. Standards. Write Score measures student achievement and informs efforts to improve teaching and learning with data-driven analytical reports. Data results are utilized to identify students who have not achieved content standards, provide educators with feedback for instruction, and identify strengths and weaknesses for planning educational intervention with our instructional support resources.

Why Choose Us

- ✓ **EXPERIENCED**
Nearly 20 years of essay scoring service has given us insights to the patterns and trends in students' writing.
- ✓ **TRUSTED**
Schools and districts count on Write Score each year, as educators see our service as invaluable asset to their writing initiatives.
- ✓ **INNOVATIVE**
Our curriculum and professional scoring service sets us apart from other writing solutions.

Our Services

-  State standards-aligned assessments
-  Standards-aligned writing curriculum
-  Professionally-scored essays and comprehensive data

Program Includes

Professionally-Scored Essay Service

- Professional scoring of essay writing tasks
- 20 years of service and more than 9,400,000 essays of scoring experience
- Quick, objective, and reliable data
- Analytic data to pinpoint students' strengths and weaknesses
- Scoring accuracy bolstered by continuous monitoring from Write Score's scoring directors utilizing back scoring, calibration assessments, and reporting to ensure accuracy

Florida's B.E.S.T. Standards-Aligned Assessments

- Writing assessments for Expository, Argumentative (3-12), and Narrative (K-2) tasks.
- Culminating writing pieces that require students to use or cite textual evidence, as needed
- Assessment-specific student essay exemplars (for post-writing assessment review)
- Online or paper/pencil assessments (i.e. pre-printed answer sheets, pre-sorted by class and delivered directly to your school for easy classroom administration)

Online Data Platform with Customized Reports

- Administrative Data Reports with detailed analytical and summative reports at the class, school, and grade levels
- Teacher's Class Performance Data Reports with access to students' responses
- Individual Student Data Reports accessible to students through portal
- Excel data file exportability for data management systems

Instructional Support Resources

- Data-driven instructional resources to engage a diverse style of learners
- Lesson plans aligned to the Florida's B.E.S.T. Standards
- Engaging Presentations, Teacher's Editions, and Student Handouts
- Professional resources and conference templates to facilitate effective use of formative data

Writing Assessments

Write Score is ready for Florida's B.E.S.T. Standards across all grade levels...

- Assessment alignment to Florida's B.E.S.T. Writing test for all assessed genres: narrative, expository, and argumentative.
- Professional scoring service with data aligned to the state's 12-point rubric.

We provide formative literacy assessments aligned to your state standards and selected grade levels. These assessments are built to look and feel like the state assessment students will ultimately take; accessible to students through our online student assessment system or in paper/pencil format.

Grades K-12 B.E.S.T. - Aligned Writing Assessments include Expository, Argumentative, and Narrative Writing.

Students will be focused on developing comprehension strategies that will enable them to manipulate grade-level texts of appropriate complexity and communicate effectively in writing. Students will begin to anchor their responses firmly to the text using specific and relevant evidence to support their claims and inferences.

Argumentative Writing – a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. Students will make and defend claims regarding informational topics, analyze sources, and draw on text-based evidence.

Expository Writing – Students will draw on text-based evidence to develop controlling ideas focused on a specific topic and work to incorporate relevant facts, information, and details effectively.

Narrative Writing (only assessed in K-2) – In kindergarten and first grade, students will read narrative passages and respond by retelling elements from the story. Kindergarten includes opportunities for students to draw, label, and write, while first grade includes writing only. In second grade, students will read a source that will serve as inspiration for writing an original narrative.



Analytical Essay Scoring

Write Score's professional scoring service is designed to provide educators with quick, objective, and reliable data on students' essays. With 20 years of experience and more than 9,400,000 essays scored, our scoring team provides analytical data that pinpoints students' strengths and weaknesses in writing. Our scoring approach is supported by continuous monitoring from Write Score's scoring directors. Calibration assessments and quality control checks are utilized to ensure that our scoring is consistent and accurate.


Each student's essay is scored analytically using data points that align directly with state assessment rubrics.

Our results go beyond just reporting raw scores for each of the three reporting categories: The B.E.S.T. categories are Purpose & Structure, Development, and Language. Within those reporting categories, scores for specific **response details**, such as introductions, transitions, and focus help identify weaknesses within a student's writing and in making instructional decisions.



Teacher Resource Guide

The 21-page teacher resource guide is designed to provide detailed information about the rubric, reporting categories, and response details Write Score utilizes in scoring.



Scoring Rubric: Development

The student response provides skillful development of support for the central idea or claim, which demonstrates thorough understanding of the topic. Evidence from source material is



Responses earn scores by displaying *most* of the descriptors in a given score point.

Scoring Rubric: Purpose/Structure

4	The central idea or claim is focused on the task and consistently maintained throughout. The student response includes an organizational structure that strengthens the response and allows for advancement of the central idea or argument. The response includes an effective introduction and conclusion and the consistent use of a variety of transitional strategies that connect ideas between and among paragraphs, enhancing the progression of the piece.
3	The central idea or claim is focused on the task and generally maintained throughout. The student response includes an organizational structure that allows for advancement of the central idea or argument. The response includes a sufficient introduction and conclusion that contribute to a sense of completeness and a variety of transitional strategies that connect ideas between and among paragraphs.
2	The central idea or claim may be unclear, loosely related, or insufficiently sustained. The student response includes an organizational structure that may be repetitive or inconsistent, which may disrupt the progression and/or advancement of ideas. The response may include an introduction and/or conclusion, but they may be repetitive, simplistic, or otherwise ineffective. Transitions may lack variety in their attempt to connect ideas.
1	The central idea or claim may be absent, ambiguous, and/or confusing, demonstrating a lack of awareness of the task. The student response shows little or no discernible organizational structure. The response may be missing the introduction and/or conclusion, or the included introduction and/or conclusion may be unrelated and/or confusing. Transitions may be absent or confusing.
0	Student responses will receive zeros if they are: <ul style="list-style-type: none"> - Too brief - Written in a language other than English - Off topic - Copied from the text

Language

Command of language, including academic d furtheres ideas. The response includes apitalization, grammar usage, and spelling. sponse.

ropriate command of language, including onstrates a clear expression of ideas. The ence formation, punctuation, capitalization, oice is appropriate for the overall response.

ontrolled, inconsistent, and/or erroneous use ice that may demonstrate partial command rtial command of sentence formation, /or spelling. The tone and/or voice may be

r confusing use of language, including and/or unclear. The response may include a ormation, punctuation, capitalization, meaning. The tone and/or voice of the

al
ntence
Tense

Fragment
Spelling
Preposition
Mistake

4

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Reporting Categories & Response Details

Three reporting categories contain **44 specific response details** with an explanation of each detail. For each response detail, there are **writing tips** to help both teachers and students in the specific area of writing.



List of Response Details

Below you will find each response detail is located on the following page:

- PURPOSE/STRUCTURE**
 - Strong Introduction
 - Sufficient Introduction
 - Weak Introduction
 - Missing Introduction
 - Strong Progression
 - Sufficient Progression
 - Weak Progression
 - Strong Conclusion
 - Sufficient Conclusion
 - Weak Conclusion
 - Missing Conclusion
 - Strong Transitions
 - Sufficient Transitions
 - Weak Transitions
 - Missing Transitions
 - Strong Focus
 - Sufficient Focus
 - Weak Focus
 - Insufficient Focus

Zeros: Blank, Not Enough, Incomplete, Copied Text, Off Topic (conventionally off-topic essays)

Limited Response: Essays that are too short to receive a score (but too long to receive a zero) as Limited Responses. Scores will be assigned with all the lowest Response Details.



Response Details and Writing Tips: Purpose/Structure

The **structure** of a response refers to its organization. A well-structured paper includes a strong introduction; a logical, well-executed progression of ideas; use of varied transitions; and a strong conclusion. Essays marked with any of the following response details receive a score of 0-3 in Purpose/Structure (based on the quality of demonstrated, as well as the quality of the other elements in this scoring category).

Sufficient Introduction – This marked response detail indicates that the introduction is somewhat effective and that it adequately sets the stage for the information contained in the essay. Stronger introductions are concise, engaging, and well written; they provide the reader with the writer’s initial impressions of the piece, the writing style, and the overall quality of the response.

Weak Introduction – This marked response detail indicates that the introduction is ineffective. An ineffective introduction (one that is vague, disorganized, error-filled, too brief, or boring) may create a negative impression. It does not engage the reader, nor does it set the stage for the rest of the essay.

Missing Introduction – This marked response detail indicates that the introduction is omitted. Please note: in essays that consist of only one total small paragraph, introductions may be marked as “missing.”

Writing Tips: Introductions

Remind students to:

- Introduce their claim or topic clearly with specific reasons or points.
- Use a beginning or opening strategy practiced in class such as a draw-in question, a quotation, a description, or a startling fact.
- Begin with the subject (claim or topic) followed by the verb. For example, write *Birds fly south in order to...* rather than *I think birds fly south because...*
- Use a beginning modeled after one used in an editorial, news article, informational book, or informational article.
- Consider who will be reading their essay. Audience can help determine the kind of words to use in the beginning and throughout the rest of the essay.
- Be creative so you get the reader excited about reading your essay.

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Analytical Data Reports

Write Score's writing assessments result in powerful data for educators seeking to improve their students' performance through formative instruction. Our analytical data provides specific insights at the grade, class, and individual student levels.

Administrative Data Reports give school leaders and coaches the information they need to stay informed on their school's progress. This aggregated data view allows the ability to spot trends and areas for improvement for targeted feedback and support to teachers.

Teacher's Class Performance Data Reports provide a valuable outline of individual student essay performance, helping teachers tailor their instruction to meet the needs of each student.

Individual Student Data Reports are accessible to students through our online portal, empowering them to take ownership of their learning and track their progress over time.

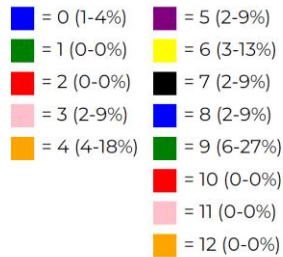
With Excel data file exportability, our data can easily be integrated into your existing data management systems. Trust Write Score's data to help you drive student success.

M, Madison	STUDENT NAME		↕
	2	Purpose and Structure	↕
	2	Development	↕
	2	Language	↕
	6	Raw Score	↕
	1	# Students Tested	↕
	PURPOSE AND STRUCTURE		
	X	Strong Introduction	
		Sufficient Introduction	
		Weak Introduction	
	Missing Introduction		
	Strong Progression		
X	Sufficient Progression		
	Weak Progression		
	Strong Conclusion		
	Sufficient Conclusion		
X	Weak Conclusion		
	Missing Conclusion		
	Strong Transitions		
	Sufficient Transitions		
X	Weak Transitions		
	Missing Transitions		
	Strong Focus		
	Sufficient Focus		
X	Weak Focus		
	Insufficient Focus		
	Strong Dev of Support		
	Sufficient Dev of Support		
X	Weak Dev of Support		
	Insufficient Dev of Support		
	Precise Attributions		
	General Attributions		
X	Missing Attributions		
	Strong Word Choice		
X	Sufficient Word Choice		
	Weak Word Choice		

X's indicate students' performance with each response detail

STUDENTS RECEIVING EACH SCORE

(# students - %)



GRADE LEVEL AVERAGES

6.09 / 12 **RAW SCORE**

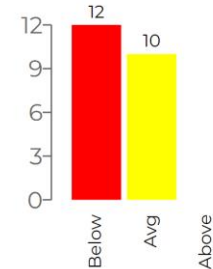
2 / 4 Purpose and Structure

1.86 / 4 Development

2.23 / 4 Language

STUDENTS AT AVERAGE BREAKS

0-6: Below, 7-9: Avg, 10-12: Above



AREAS FOR IMPROVEMENT

Includes scores of Weak, Missing or Insufficient

Purpose and Structure:

Conclusion	14 students	(63%)
Focus	13 students	(59%)
Introduction	11 students	(50%)

Development:

Dev of Support	14 students	(63%)
Attributions	9 students	(40%)

Language:


Word Choice	4 students	(18%)
Sentence Formation	4 students	(18%)
Capitalization	3 students	(13%)

STUDENT NAME						PURPOSE AND STRUCTURE												DEVELOPMENT						LANGUAGE																											
	Purpose and Structure	Development	Language	Raw Score	# Students Tested	Strong Introduction	Sufficient Introduction	Weak Introduction	Missing Introduction	Strong Progression	Sufficient Progression	Weak Progression	Strong Conclusion	Sufficient Conclusion	Weak Conclusion	Missing Conclusion	Strong Transitions	Sufficient Transitions	Weak Transitions	Missing Transitions	Strong Focus	Sufficient Focus	Weak Focus	Insufficient Focus	Strong Dev of Support	Sufficient Dev of Support	Weak Dev of Support	Insufficient Dev of Support	Precise Attributions	General Attributions	Missing Attributions	Strong Word Choice	Sufficient Word Choice	Weak Word Choice	Insufficient Capitalization	Partial Capitalization	Weak Capitalization	Sufficient Punctuation	Partial Punctuation	Weak Punctuation	Sufficient Spelling	Partial Spelling	Weak Spelling	Sufficient Usage	Partial Usage	Weak Usage	Sufficient Sentence Formation	Partial Sentence Formation	Weak Sentence Formation		
H, Lesley	2	1	2	5	1			X			X			X				X					X			X			X			X	X			X			X			X			X			X			
T, Rihanna	3	3	3	9	1		X				X			X				X				X				X			X			X	X			X			X			X			X			X			
P, Braden	1	1	2	4	1			X			X			X				X					X				X			X			X	X			X			X			X			X			X		
C, Zaine	1	1	1	3	1			X			X			X				X					X				X			X			X	X			X			X			X			X			X		
M, Madison	2	2	2	6	1		X				X			X				X					X				X			X			X	X			X			X			X			X			X		
B, Miley	1	1	2	4	1			X			X				X			X					X				X			X			X	X			X			X			X			X			X		
K, Kinsley	3	3	2	8	1		X				X			X				X				X				X			X			X	X			X			X			X			X			X			
J, Mackinslee	1	1	2	4	1			X			X			X				X					X				X			X			X	X			X			X			X			X			X		
D, Ariyanna	2	2	2	6	1			X			X			X				X					X				X			X			X	X			X			X			X			X			X		
R, Dillon	2	2	2	6	1			X			X			X				X					X				X			X			X	X			X			X			X			X			X		
W, Charlotte	3	3	3	9	1		X			X				X				X				X				X			X			X	X			X			X			X			X			X			
W, Damion	0	0	0	0	1																																														
W, Gavin	1	1	2	4	1				X		X			X				X					X				X			X			X	X			X			X			X			X			X		
P, Morgan	3	3	3	9	1		X			X				X				X				X				X			X			X	X			X			X			X			X			X			
A, Emera	3	3	3	9	1		X			X				X				X				X				X			X			X	X			X			X			X			X			X			
A, Haydan	1	1	1	3	1			X			X			X				X					X				X			X			X	X			X			X			X			X			X		
C, Alyvia	3	3	3	9	1			X			X			X				X				X				X			X			X	X			X			X			X			X			X			
W, Destiny	3	2	3	8	1		X			X				X				X				X				X			X			X	X			X			X			X			X			X			
W, River	2	2	3	7	1		X			X				X				X					X				X			X			X	X			X			X			X			X			X		
L, Tyshaun	2	2	3	7	1		X			X				X				X					X				X			X			X	X			X			X			X			X			X		
J, Ollie	2	1	2	5	1			X			X				X			X					X				X			X			X	X			X			X			X			X			X		
C, Kenna	3	3	3	9	1		X			X				X				X				X				X			X			X	X			X			X			X			X			X			
Totals	2	1.86	2.23	6.09	22	0	10	10	1	3	12	6	0	7	11	3	0	11	10	0	0	8	7	6	0	7	12	2	12	0	9	0	17	4	5	13	3	9	12	0	12	7	2	4	14	3	0	17	4		

Professional Data Support


Ready-made guides for effectively using Write Score data are included so that teachers can spend valuable time focusing on instruction knowing that a solid actionable improvement plan is just a click away. The scope of support ranges from data discussion outlines and student goal setting templates, to writing certificates and awards for writing progress.

Everything is included to link assessment results to instructional practice with ease.



5 ways to dig into your data

1. **DISCUSS THE DATA** to do well in their essay. Then, try these three si Department Meeting, c Looking for something
2. **SHARE THE RESULTS** end up *doing* with it – s
 - **Teacher-Level D** details to ident lessons that will chats with your
 - **Student-Level D** make a powerfu [student data ch](#) goals with their
3. **USE THE RESOURCES** areas of writing. Write s to the data. Students h lessons for those – and assessment, we provide with good writing pract
4. **SET WRITING GOAL** student basis. There are writing trait, or overall can help motivate every sheet, try the data chat their goals and their da
5. **CELEBRATE HARD W** for students are quick a faculty meeting is absol their students on imprc



INSTRUCTIONAL CONNECTORS
CONCLUSIONS

Grades
3-5

<p>WEAK CONCLUSION</p> <p>Weak conclusions are ineffective. An ineffective conclusion (vague, disorganized, error-filled, too brief, or boring) may create a negative impression. It does not engage the reader, nor does it provide closure to the essay.</p>	<p>Instructional Activities – found in Teacher Resources and/or this Resource</p> <ul style="list-style-type: none"> • Understand the meaning and purpose of an effective conclusion. • Compare sample papers without an effective conclusion and papers with an effective conclusion. • Practice using the 3 R's Conclusion Strategy. • Gather several informational books and articles to study how conclusions are written. <p>Questions to Ask the Writer</p> <ul style="list-style-type: none"> ✓ Can you explain the difference between a cliché conclusion and an effective conclusion? ✓ How might rereading each paragraph help you gather information you could use when summarizing key points in your conclusion? ✓ What is most challenging to you when you come to writing your conclusions? ✓ Can you give an example of how a 3 R's conclusion might sound. ✓ How might your introduction help you when you write a conclusion?
<p>MISSING CONCLUSION</p> <p>Without a conclusion, there is no closure to the response. Essays that are missing the conclusions leave the reader hanging.</p>	<p>Instructional Activities – found in Teacher Resources and/or this Resource</p> <ul style="list-style-type: none"> • Understand the purpose of conclusions. • View samples of conclusions, such as those found in exemplar papers and lesson plans. • Understand the characteristics that belong in effective conclusions. • Use sentence strips on students' writing paper as they learn the structural parts of a piece of writing. <p>Questions to Ask the Writer</p> <ul style="list-style-type: none"> ✓ Can you point to your conclusion and ask yourself if your readers are left hanging in any way? ✓ Look back at the paragraphs in your essay. What might you add to those paragraphs that could help you when writing your conclusion? ✓ Have you tried writing a variety of different kinds of conclusions for the same essay? ✓ Do you think about how you might write your conclusion when you are making your plan?

Instructional Resources

- Lesson plan-alignment to Florida's B.E.S.T. Standards
- Professional resources and tools available to educators, making learning about and meeting new expectations simple.
- Resources will cover all assessed genres, narrative, expository, and argumentative.

Write Score's targeted instruction to improve writing is further simplified with our one-click bank of instructional materials, directly from the Educator Portal. Our engaging and structured bank of lessons help keep students' interest for optimal learning!

Write Score's lesson plans have been developed specifically to help meet students' varying instructional needs. Taken together, our lessons provide teachers with a robust bank of classroom-ready materials. Lessons include a thorough explanation, teaching notes for each component of the Gradual Release of Responsibility Model, Slide Presentations, and accompanying handouts for students. Lessons are built upon best practices to meet the demands of Florida's B.E.S.T. Standards, while engaging students in meaningful learning experiences.



The screenshot displays the Write Score Educator Portal interface. On the left, a sidebar contains navigation links: "Lesson Series: Writing Strong Essays", "Targeted Lessons: Intros, Prog., Conc., Trans., & Focus", "Targeted Lessons: Development & Attributions" (highlighted), "Targeted Lessons: Word Choice, Spelling, Cap., Punc., & Grammar", "Scope and Sequence Units: Organized by Genre", "Essay Writing Skills", "Text Sets, Graphic Organizers, & Anchor Charts", and "Professional Resources". The main content area, titled "Targeted Lessons: Development & Attributions", shows a list of resources under the heading "DEVELOPMENT OF SUPPORT - EVIDENCE". The resources include:

- Analyzing Parts of a Text
 - Lesson-Introduction to Analyzing How a Particular Section Fits into a Text.pdf
 - PowerPoint Presentation.pptx
 - Text - Controlling Mealy Bugs.pdf
 - Handout-Analyzing How a Particular Section Fits into a Text.pdf
 - INTERACTIVE Handout-Analyzing How a Particular Section Fits into a Text.pdf
 - TE - Analyzing How a Particular Section Fits into a Text.pdf
- Introduction to Text-based Analysis
 - Lesson - Text-based Analysis Introduction.pdf
 - PowerPoint Presentation.pptx
 - Handout - Text-based Analysis An Introduction.pdf
 - INTERACTIVE Handout - Text-based Analysis An Introduction.pdf
 - TE - Text-based Analysis An Introduction.pdf
- Text-based Analysis - Details That Matter

Write Score's Included Curriculum Features:

Scope & Sequence/Pacing Guide Grades K-12 - a time-saving document provides an easy-to-follow suggested order of topics and lessons to use with students. Divided into genre-based units, each document provides educators with an option for using the resources in day-to-day instruction.

Targeted Lesson Plans Grades K-12 – lesson plans aligned to each data point in our scoring criteria, are available for topics ranging from introductions to attributions, and transitions to development of support. Lessons include professionally-designed instructional activities and lesson plans built to engage students and facilitate growth in both reading and writing.

Exemplar Essay Lesson Grades 2-12 – a powerful lesson that includes an annotated, high-scoring exemplar essay. This lesson will breakdown and analyze the specific writing characteristics on which students are assessed and provides guided questions for student instructional activities. This lesson is provided after each assessment.

Instructional Connectors Grades 2-12– professional resources designed to help educators understand the definitions and values of scored elements of essays (introductions, conclusions, and so on). Each Instructional Connector includes detailed information, examples, instructional suggestions, along with instructional practice for stronger writing performance.

Strong Writer Lessons Grades 2-8 – a sequential, scaffolded writing focus designed to help students build fundamental skills for text-based essays through gradual, logical instruction; ideal for focus groups, and writing bootcamps.

Sharpen Up Videos Grades 3-5 - Engage students with this series of animated writing videos that includes writing strategies and practice.



Scope & Sequence/Pacing Guides



Unit 2
Argumentative
(4 – 6 weeks)

- In argumentative
- The unit starts with
- excellent resource
- Conventions less

Writing Lesson Title

- ☐ Exemplary Set – A
- ☐ Step-by-Step Arg
- ☐ Steps for Building
- ☐ Focus in Argumer
- ☐ Analyzing the Wri
- ☐ Argumentative Int
- ☐ Logical Progressio
- ☐ Using Strong Tran

Conventions Lesson

- ☐ Capitalization Rev
- ☐ Using Sentence V
- ☐ Frequently Confus
- ☐ Spelling Strategi

Grade 9



Unit 3
EXPOSITORY
(12-14 weeks)



Unit Description:

- The expository lessons include both non-text-based and text-based expository writing.
- Instructional Connectors for all writing characteristics are available and include descriptions, explanations of scoring, resources, & instructional strategies. Instructional Connectors are found under “Professional Resources.”

Writing Strong Paragraphs – Found in Daily Lesson Series, Paragraphs

- ☐ Writing Non-Text-Based Expository Paragraphs (7 lessons)
- ☐ Writing Text-Based Expository Paragraphs (10 lessons)
- ☐ Getting Started with Text-Based Essays (4 lessons) – repeated from Unit 1; use as needed

Writing Strong Essays – Found in Daily Lesson Series, Essays

- ☐ Text-based Essay Basics (9 lessons) – repeated from Unit 2; use as needed
- ☐ Writing Text-Based Expository Essays (13 lessons)

Writing Lesson Title

- ☐ Sharpen Up Video Lesson – Introductions
- ☐ Sharpen Up Video Lesson – Development
- ☐ Sharpen Up Video Lesson – Attributions
- ☐ Sharpen Up Video Lesson – Conclusions
- ☐ Step-by-Step Expository Writing
- ☐ Steps for Building an Awesome Essay
- ☐ Writing to Inform
- ☐ Expository Introductions
- ☐ Textual Evidence – Expository
- ☐ Developing Support – Expository
- ☐ Paraphrasing vs. Plagiarizing
- ☐ How to Avoid Copied Text
- ☐ Writing with Elaboration – Expository
- ☐ Logical Progression – Expository
- ☐ Transition Words & Phrases
- ☐ Effective Conclusions
- ☐ Improving Conclusions

Grade 4

Conventions Lesson Title

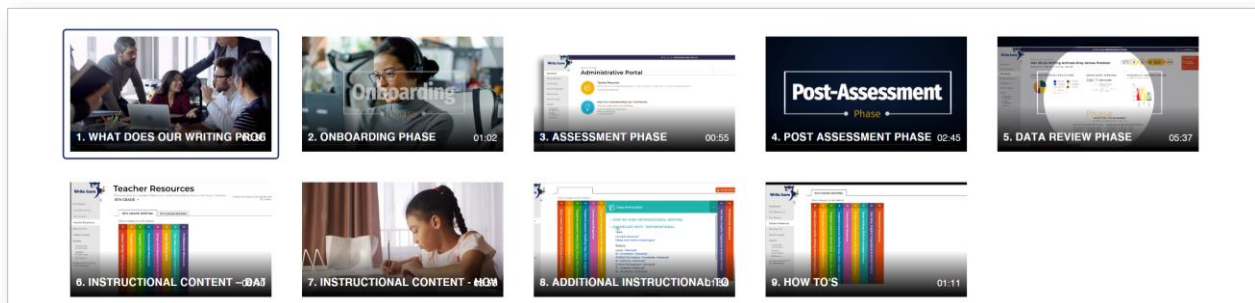
- ☐ Sharpen Up Video Lesson – Sentence Formation
- ☐ Punctuating Direct Quotations
- ☐ Relative Pronouns
- ☐ Forms of Verbs
- ☐ Strengthening Sentences with Verbs
- ☐ Sentence Variety
- ☐ Vocabulary-Word Map

Easy Implementation

We understand that transitioning to a new system can be daunting, which is why we have developed a comprehensive implementation process to make it as seamless as possible.

Daily automated rostering with **ClassLink™** and **Clever™**, provides a One-Click-Access to the Write Score educator portal and testing platform. No password management, or manual rostering necessary.

Our comprehensive menu of how-to items and instructional videos guide teachers through every step of the Write Score experience.



A live teacher training webinar is included at no extra charge.



Online Educator Portal

Administrators and teachers alike will find that Write Score's Online Educator Portal is a valuable tool for enriching classroom instruction, personalizing learning, and tracking students' growth. Our Educator Portal provides teachers and administrators with quick and easy access to all the Write Score testing tools, data, and resources.

Teachers and administrators will find the information they need in their customized dashboards including:

- ✓ Step-by-step instructions, rosters, video tutorials, and test monitoring.
- ✓ Student test monitoring in real time to quickly note overall class and grade-level testing completion percentages, progress, and submission date.
- ✓ Multiple detailed and accessible data reports facilitate the analysis of student performance, helping instructors identify specific weaknesses, strengths, and trends.
- ✓ A large bank of engaging lesson plans and resources that correlate to data points, helping simplify targeted instruction.



It's easy to get started:



Grades K-5

Kindergarten Writing Assessment

Assessment Student Copy

SHANDRA'S BEACH DAY



By Kelsey Johnston

One bright morning, Mommy had a surprise for Shandra. "We're going to the beach today!" she said happily. Shandra loved the beach! She especially liked



Florida Teacher's Edition

Kindergarten Narrative Task

SHANDRA'S BEACH DAY

DIRECTIONS

- Listen carefully and follow along with the story, "Shandra's Beach Day."
- Then, retell the story using drawings, labels, and writing.

WRITING PROMPT

You just heard the story, "Shandra's Beach Day." Think about what happened in the story. **Now, retell what happened in the story using drawings, labels, and writing.**

Remember, good narrative writing:

- tells about events in order;
- includes a reaction; and
- uses drawings, labels, and writing.

Students should write to retell what happened in the story using writing, drawings, and labels. Possible evidence from the text includes:

- Shandra's mom had a surprise.
- They went to the beach.
- They packed up toys, the umbrella, towels, and the beach chairs.
- They put on sunscreen.
- They went to the beach, and Shandra played in the water.
- Shandra saw fish.
- Shandra decided to build a sandcastle.



Teacher's Step-by-Step Lesson Plans


Kindergarten
Writing: Opinion Writing with Details
Lesson Overview:

In this lesson, students will practice opinion writing with details. Students will be adding details to their writing to make it more interesting for the reader. As a class, students will discuss the importance of adding details to their writing. Students will fill out a graphic organizer to organize their thoughts before writing. This lesson can be taught whole group, small group, and/or one-on-one. This lesson would be most effective for students who already have a basic understanding of opinion writing.

Materials Needed:

- *What Do Reasons REALLY Do* anchor chart (one per student, or one to project to class)
- *I can write my opinion!* graphic organizer (one to project or to do as a class)
- *I can write my opinion!* graphic organizer TE
- *Writing paper Favorite Food* for student opinion (one per student)

Explicit Instruction:

1. Tell students that today they are going to learn about how to share an opinion with reasons to add details to their writing.
2. Explain to students that they will use a graphic organizer to collect reasons for their opinion.
3. Tell students that they will write an opinion piece with reasons to show what they have learned.

Modeled Instruction:

1. Tell students that today they will be writing about their favorite food. Remind the students of the difference between fact and opinion writing. Opinion writing includes feelings and thoughts about a subject. A favorite thing is an opinion because it is how YOU feel about something, and not everyone may feel the same.
2. Show students the *What do reasons REALLY do?* anchor chart. Have a class discussion about why it is important to include reasons in opinion writing.
3. Teacher, share your favorite food. Have students raise their hands to signify if it is or is not their favorite food. Why or why not?
4. Project the *I can write my opinion!* graphic organizer for the class. Model how to fill in the graphic organizer using the reasons to add details.
5. Using the graphic organizer as a guide, model how to write your Favorite Food opinion on writing paper.

Engaging Lesson Plan Presentations

Adding Details in Opinion Writing



Grade K

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Opinion Writing

- Writers tell how they feel about a topic.
- Writers provide reasons.
- Opinion writing includes details to tell what the writer's opinion is.



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How Writers Add Detail

- ✎ Draw a detailed picture.
- ✎ Write words to show details.

Grade K

Write Score

Adding Details in Opinion Writing

- o Opinion writers use details in pictures and words.
- o Details support the opinion and reasons.

How Writers Add Detail

<p>Draw a detailed picture.</p> 	<p>Write words to show details.</p> 
---	---

Worksheet

Use the anchor chart **Adding Details in Opinion Writing** to help you.



Grade K

Write Score

Name _____

Adding Details in Opinion Writing

- **Opinion Writing Topic:** What is the best pet?
- **Opinion and reasons:** Dogs are the best pet. They like to play, cuddle, and go for walks.


Directions: Draw a detailed picture to show the opinion and reasons.

Directions: Underline the words that show details.

I think dogs are the best pet to have because dogs like to play. For example, dogs play with toys. Also, dogs like to sleep and cuddle in bed. Last, dogs are the best because they like going to the park for walks. I love dogs!

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Lesson Plan Handouts and Teacher's Edition


Write Score

Teacher's Edition

Adding Details in Opinion Writing

- **Opinion Writing Topic:** What is the best pet?
- **Opinion and reasons:** Dogs are the best because they can play, cuddle, and go for walks.


Directions: Draw a detailed picture.

Student's drawing:

- Dog
- Dog playing
- Use of color
- Detailed details

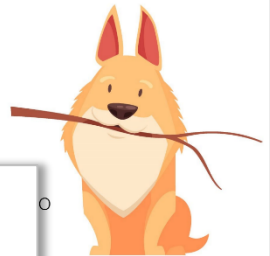
Directions: Underline the opinion and reasons.

I think dogs are the best. For example, dogs can play, cuddle, and go for walks. I love dogs.


Write Score


Adding Details in Opinion Writing

Name _____



• **Opinion Writing Topic:** What is the best pet?

Opinion and reasons.



Write Score

Adding Details in Opinion Writing

- o Opinion writers use details in pictures and words.
- o Details support the opinion and reasons.


How Writers Add Detail

Draw a detailed picture.



- Use color.
- Use shapes.
- Draw to show your reasons.

Write words to show details.



- Use words that show what you mean.
who, what, where, why, when, how
- Use transition words.
because, for example, also, in addition

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Grade 2 Writing Assessment

Assessment Student Copy

The Famous Dinosaur

By Kerry Polis

- 6 A *Diplodocus* (dip-LOH-duh-cuss) is a type of dinosaur. It is famous for short. Dippy was a huge dinosaur. It is famous because it even a movie about Dippy. Dippy is also famous because the statues that show what this dinosaur looked like and how huge it was.
- 7 Where is Dippy now? Statues of Dippy are in museums all around the world. Dippy is in Paris and in London.
- 8 Dippy is in Berlin, Germany. There are more museums where you can find Dippy.
- 9 There is a Dippy statue in front of a museum in Pittsburgh, Pennsylvania. This statue is as high as a car. It is as tall as a house. It is as long as a basketball court. The statue is about the size as the real Dippy. Inside the museum are real bones from Dippy that lived a

DIPPY the Dinosaur

By Johnny Clark

- 1 *Diplodocus* (dip-LOH-duh-cuss) was a huge dinosaur. It lived in the American West millions of years ago. Some people call this animal "Dippy." Dippy was one of the longest animals. It could grow up to 115 feet long. Dippy was also heavy. It weighed 15 tons. This is about the weight of a school bus full of students. Dippy had a long neck and a very long tail. The tail was about half of Dippy's total length. Dippy used its tail to balance on four legs. Dippy also used its long tail to whip its tail very fast. The sound was like a sonic boom! Picture a huge tail and you can imagine any animal that wanted to



Write Score

Grade 2 Expository Writing

ALL ABOUT DIPPY

DIRECTIONS

- Read the texts "Dippy the Dinosaur" and "The Famous Dinosaur."
- Then, write to explain about Dippy the Dinosaur.

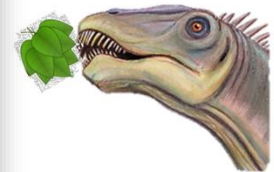
WRITING PROMPT

You just read the texts "Dippy the Dinosaur" and "The Famous Dinosaur."

Write to explain about Dippy the dinosaur. Be sure to include details about what Dippy looks like, what it eats, and why Dippy is famous. Use information from the texts in your informational essay.

Remember, good informational writing:

- introduces the topic;
- uses facts to develop points; and
- has an ending.



Dippy lived 150 million years ago.

It had a sharp tooth.

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Assessment Teacher's Edition



Florida Teacher's Edition

Grade 2 Expository Writing Task
ALL ABOUT DIPPY

DIRECTIONS

- Read the texts "Dippy the Dinosaur" and "The Famous Dinosaur."
- Then, write to explain about Dippy the Dinosaur.

WRITING PROMPT

You just read the texts "Dippy the Dinosaur" and "The Famous Dinosaur."

Write to explain**Dippy looks like**

in your information.

Remember, good

- introduce
- uses facts
- has an

Students should use
should include details

Possible evidence from

- A *Diplodocus* dinosaur
- It lived millions of years ago
- People call this dinosaur

- The dinosaur was long and heavy.
- The dinosaur had a long neck.
- The dinosaur had a long tail.
- The dinosaur had four legs that looked like pillars.
- Dippy used its tail for protection.
- Dippy could whip its tail fast enough to cause a sonic boom.
- The dinosaur had a long head like a horse.
- Dippy had 40 teeth that slanted forward.
- Dippy only ate leaves.
- The dinosaur's front legs were shorter than its back legs, so it could eat leaves close to the ground.
- Dippy couldn't chew the leaves.
- Dippy swallowed leaves whole.
- Dippy swallowed stones.
- The stones would help grind up the leaves in its stomach.
- Tearing leaves from plants wore Dippy's teeth down, so it got a new tooth every 35 days.
- Dippy had five more teeth behind each tooth, ready for replacing.

Possible evidence from "The Famous Dinosaur":

- Dippy is famous.
- Dippy was in a movie.
- There are many statues of Dippy.
- Dippy statues can be found in museums all around the world.
- Dippy is in Paris, London, Berlin, Mexico, and many more places.
- Dippy is at a museum in Pittsburgh, Pennsylvania.
- The statue is as heavy as a car, as tall as a house, and as long as a basketball court.
- The museum in Pittsburgh has real bones of a Dippy dinosaur.

Grade 2 Lesson Plans

Teacher's Step-by-Step Lesson Plans



Grade 2

Writing a Beginning (Opinion)

Lesson Overview:

In this lesson, students will learn to plan and write the beginning of an opinion writing. Students will plan the topic sentence (including their opinion) and introduction for their opinion writing. Students will use their pre-determined topic and "Planning Chart" to write the beginning of their opinion writing. When teaching this type of planning, it is most helpful to model this work. This lesson can be taught whole group, small group, and one-on-one. This lesson would be most effective to use after the "Planning Opinion Writing" lesson.

Materials Needed:

- PowerPoint
- "Opinion Writing-The Beginning" poster
- "My Opinion Sentence" worksheet (one copy for each student, plus teacher)
- Planning Chart (from planning lesson)
- Opinion writing example: "It's Summer!" (one copy for each student, plus teacher)
- Article: "Seasons" (one copy for each student, plus teacher)
- Chart paper
- Student's writing journal/paper

Explicit Instruction:

1. Tell students that an opinion writing includes a beginning, middle and an ending.
 - Explain that each part is important to the writing, and without each part the writing will not be complete.
 - Tell students that the first part is planning their writing, which they have already done.
 - Explain that the next part is creating the beginning of their opinion writing.
 - Tell students that they will think about their opinion and create a beginning that explains their opinion on the topic, and grabs the reader's interest.
2. Explain that today they will learn how to plan and write the beginning of their opinion writing.

1

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1. Monitor and check student work as they complete the Opinion Sentence worksheet and the beginning of their opinion writing. Provide students with immediate feedback and support.

2. From the writing rubric:

inning" poster.

beginning of opinion writing: figuring out the topic, deciding those things together to make the sentence that states your sight to how you feel about the topic.

also want to interest the reader in your writing by grabbing

to look at the example of opinion writing from your lesson

I are going to look at the beginning of the opinion writing he author stated their opinion and the topic and how they

ing with you.

out what the topic is (favorite season).

author's favorite season was (summer).

is opinion and topic. Talk to the students about how the

e topic at the very beginning of her writing.

also tried to make the beginning interesting by grabbing

or did this by stating some facts about the topic and then

There are many different seasons in a year. Each season is

are all facts. "My favorite season is summer." - this is the

noticed about the beginning of the article.

to think about: How will you grab the reader's attention?

opinion?

used in the Planning lesson.

re using the article to help them write their opinion on what

you grab your reader's attention in your own writing about

dents turn and talk to their partner.

you introduce your topic and opinion in your own writing?"

their partner.

as.

reate a sentence that states the topic and their opinion.

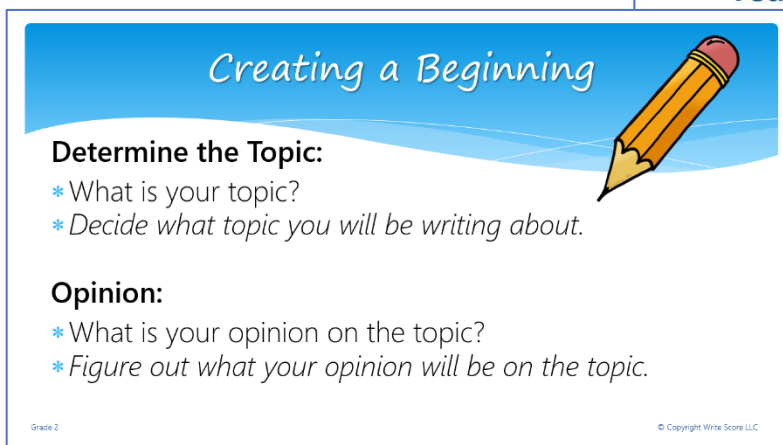
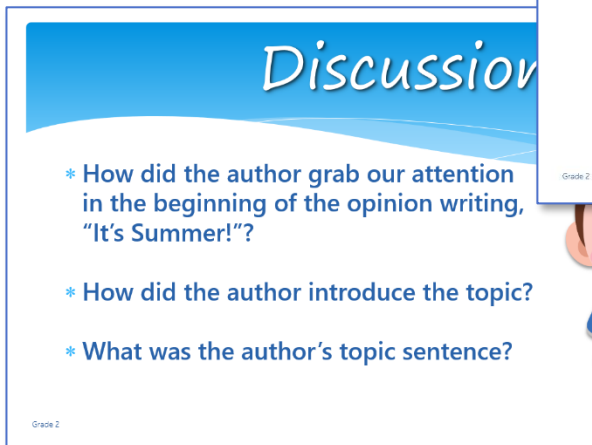
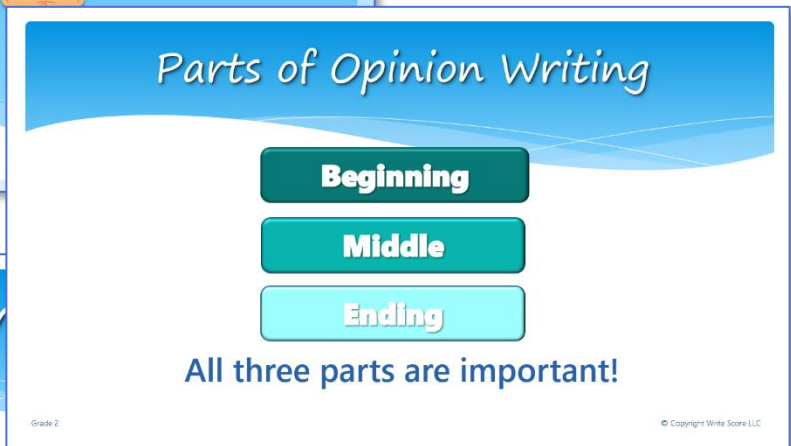
re their "Planning Chart" to help them get up with their

2

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Engaging Lesson Plan Presentations



Lesson Plan Handouts

The image shows a worksheet titled "Opinion Writing: The Beginning" from "Write Score". The worksheet is designed for students to practice writing an opinion. It features a large, stylized "1" in the background. The title "Opinion Writing" is in a large, bold, blue font, and "The Beginning" is in a smaller, blue font. Below the title, there are four main sections, each with a bold heading, a question, and a prompt in italics. The sections are: "Determine the Topic:" with the question "What is your topic?" and the prompt "Decide what topic you will be writing about."; "Opinion:" with the question "What is your opinion on the topic?" and the prompt "Figure out what your opinion will be on the topic."; "Opinion Sentence:" with the question "How will you put the topic and opinion together?" and the prompt "Create a sentence that includes the topic and your opinion."; and "Introduction:" with the question "How will you grab the reader's attention?" and the prompt "Write an introduction that states some facts about your topic that will help you interest the reader on your topic." On the right side of the worksheet, there is a cartoon pencil character with a face, arms, and legs, holding a lightbulb. The "Write Score" logo is in the top left corner. The page number "1" is in the bottom right corner.

Grade 4 Writing Assessment

Assessment Student Copy

Read the "Ants" passage set.

SOURCE 1: Amazing and Destructive Ants

Terry Waters

- 1 Carpenter ants prefer to nest in moist wood. These big, black ants are often found in logs, using their strong jaws to chew smooth tunnels to create nests in which to raise their young. They don't eat the wood, as many people think. Instead, they take the shredded bits and toss them out like sawdust. That's how they are often discovered by humans.
- 2 One animal that doesn't use the sawdust to discover the ants is the black bear. When the



SOURCE 2: The Many Jobs of Ants

Katie Shreen

Nests of ants are divided into three roles: the queen, the workers, and the males. Worker ants are female and do not lay eggs. As their name implies, the worker ants do all the work to keep the colony alive and healthy.

After the queen lays the eggs, the worker ants take over and tend to the eggs and young ants called the larvae and pupae. They keep the eggs clean and provide food for the younger ants. These worker ants tend not to leave the nest. The newly developed ants are most likely to take on this task.

As the ants age, they may leave the job of tending to the brood and begin building the nests. They will tunnel and take out small



These worker ants are watching over the queen.

which helps improve
re formed as they
o the surface.

worker ants go the farthest away from the nest to forage for food. They will
as they travel so that they will know how to get back to the home nest. They use

Grade 4 Expository Task

ANTS

WRITING PROMPT

Write an expository essay about the impact that ants have on the environment.

Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources provided.

Use your best writing to complete an essay that:

- is focused on your central idea;
- combines evidence from multiple sources with your own elaboration to develop your ideas;
- is organized and includes transitions within and among ideas;
- provides citations for quoted material and source ideas; and
- demonstrates correct use of grammar and language appropriate to the task.

Write your multi-paragraph essay to an academic audience in the space provided.

SOURCE 3: Anthill Life

Niko Campbell

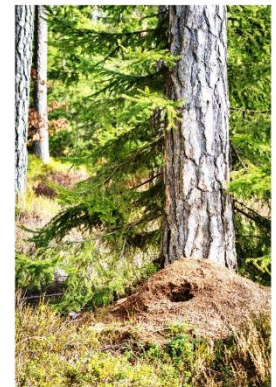
ply heaps of fine sand, clay, or soil. They sometimes include pine needles. They do not
ny kind of rocks or pebbles in them, as they are too heavy for a worker ant to carry. Ant
usually very tall. However, some species of ants have built them as high as 8 feet.

e responsible for building the nests. While digging the tunnels, they push the soil and
such as pebbles out the top. They are providing shelter for their colony. They are also
dirt so that water and air can get down to the bottom and help feed nearby plants.

of two parts, the solid crust and the
nels below. The upper part is waterproof
heat for the colony. The pupae are usually
be exposed to the sun. The crust will have
es. The worker ants will close these
various materials to prevent cold and
coming in.

, the brood lives near the top of the nest.
move down to the lower rooms which
at. Food is available in both areas.

anthills as protection, the ants are in
ther insects and animals. Birds are the
In fact, the green woodpecker's diet is
acks the nest and uses its extremely long
ver ants. Other animals that are a danger
spiders, butterflies, and beetles. Even
kill them in a fight between colonies.



This large ant colony was destroyed by a green woodpecker.



Assessment Teacher's Edition



FLORIDA TEACHER'S EDITION
Grade 4 Expository Task

Students should write an expository essay to explain the impact that ants have on the environment.

Possible evidence from Amazing and Destructive Ants:

- Carpenter ants nest in moist wood, sometimes in homes and other wooden structures
- Carpenter ants eat wood in home, causing damage
- Carpenter ants nest inside homes by doors, windowsills, and places between walls
- Their nesting causes buildings to become weak and rot—major damage and destruction for home and business owners
- Ants provide food for the black bear, as many as 200 ant nests daily
- Fire ants bit people—the sting is venomous, painful, and leaves a burning sensation
- Fire ant stings can be deadly for small animals or sensitive people
- When fire ants nest in soil, they push up soil from below as they build their hills—this helps oxygen and water to reach roots of plants that are nearby while also enriching the soil

Possible evidence from The Many Jobs of Ants:

- Worker ants build nests for young ants while creating tunnels—they remove debris while doing this which helps improve the soil
- When ants forage, they eat organic waste—this helps to speed up decomposition
- When ants move seeds into their nests, some seeds sprout new plants
- Ants bite people to defend themselves and their nests
- Ants use the environment for protection by building nests underground, underneath rocks, or beside dead trees

Possible evidence from Anthill Life:

- When ants build their nests, they loosen the dirt—this helps water and air to get underneath the ground and feed nearby plants
- Work ants create "doors" for the nest entrance by using various materials from the environment
- Ants supply food for the green woodpecker—this bird's diet is made of 80 percent ants
- Ants also supply food for spiders, butterflies, and beetles

Grade 4: Expository	
ANTS	
Standard	Question Type
ELA.4.C.1.4*	Essay Response

*Essays also align with additional standards.

Post-Assessment Exemplar Essay Activity



STUDENT'S EDITION

Florida B.E.S.T. Standards, Grade 3 Exemplar Paper
Animals That Help Each Other

This is a high-scoring

WRITING TASK: Write an expository essay about how animals in groups help each other.

Paragraph
Numbers

- 1 Animals often prey upon one another and look out for one another. But this is not always the case. There are several examples of times when animals work together by helping one another and looking out for one another. When they do this, they can survive.
- 2 To begin, geese seem to fly in a "V" formation to get the most out of their flight. They fly in a line, with one bird in front and the others behind it. The bird in front creates a path through the air, and the birds behind it can follow this path and save energy. This is a great way for them to travel long distances.


Florida B.E.S.T. Standards, Grade 3 Exemplar Paper
Animals That Help Each Other

This is a high-scoring student response; some errors may be present.

WRITING TASK: Write an expository essay about how animals in groups help each other.

Paragraph
Numbers

- 1 Animals often prey upon one another. They are true enemies. But this is not always the case. There are several examples of times when animals work together by helping one another and looking out for one another. When they do this, they can survive.

TEACHER'S EDITION

Discussion Questions

1. How does this writer introduce the controlling idea?
2. Notice the different sentence lengths in paragraph 1. How does this help the writing to be more interesting?
3. Find and place a box around examples of figurative language used to make a point in paragraph 2.
4. Underline where the writer cites sources in paragraphs 2 and 3.
5. Draw a box around examples where the writer clarifies relationships between ideas in paragraph 3.

TEACHER'S NOTES

1.	The writer states the topic along with the idea about the topic: animals work together (topic) by helping one another and looking out for one another (writer's idea). So, we expect to see that most of the paper is about how animals help and look out for one another by working together.
2.	The short and long sentences help control the pace of the essay. Short sentences slow the reader down, while long sentences speed up the reader. If all sentences are the same length, the writing can become boring.
3.	Examples of figurative language are boxed in paragraph 2. Figurative language can be an effective way to elaborate or clarify a point so long as it is not overused and not cliché.
4.	See the underlined sections in paragraphs 2 and 3 where sources have been cited. Point out that writers can list the title, number of the source, and/or the author when citing. It is not necessary to do all three.
5.	Notice the boxed examples in paragraph 3. Point out that this writer had to make those connections. This kind of analytical thinking and integration of ideas from different sources is a goal for every essay writer.
6.	Look at the double-underlined places in paragraph 3 and point out that any time a writer adds his or her own thinking or information found out in the world through reading or discussions, for example, that is elaborating from outside of the text. Writers must do this when they write text-based essays; otherwise, the essays can turn into dull reports.
7.	Point out that the writer flows from one idea to the next smoothly. Point out the use of "we learn" and "as seen in" to help introduce the sources without interrupting the reading of the text.
8.	The boxed fact is stated in Source 3, but this writer worded it slightly differently in a more natural way.
9.	The conclusion is short, but it is satisfying. Notice how it is almost a rewording of the beginning. It could be even better if the writer tucked in a quotation, reaction, or feeling.
10.	See the highlights of domain-specific vocabulary included in this essay.

Grade 4 Lesson Plans

Teacher's Step-by-Step Lesson Plans



Grade 4

Developing Real Support: Adding Sensory Details

Cuties smell delicious. I picked daisies. The kitchen, a place rich with the scent of a Cutie.

Guided Instruction

1. Distribute
2. Direct student to read second paragraph
3. Monitor student understanding. Encourage

Independent Practice

1. Direct student to write about how they should choose their topic
2. Distribute
3. Direct student to write
4. Remind the student about smelling, feeling, and taste about can baseball

Lesson Overview:

The purpose of this lesson is to teach students to develop support by adding sensory details in their writing.

Materials Needed:

- PowerPoint Presentation
- Cutie Orange
- Handout: *Using the Five Senses to Elaborate*
- Rubric
- Student Notebooks or Paper

Explicit Instruction (steps):

1. Remind students that creating mental pictures for readers is always important in writing.
2. One way to create pictures for readers is to describe the topic using the five senses.
3. Tell students that they are going to learn one way to create pictures for their readers by thinking about their topics as if they are holding them in their hands and describing what they see, hear, taste, feel, and smell.

Modeled Instruction (steps):

1. Hold up one Cutie orange.
2. Tell students that one way writers elaborate is by thinking about what their topic looks, tastes, smells, feels, and sounds like as if they are actually holding it in their hand the way you are actually holding the Cutie in your hand.
3. Tell students to watch you as you elaborate one reason why you like Cuties.
4. Tell them one reason you like Cuties is that they smell delicious.
5. Next, smell your Cutie and describe to your students what it smells like, what the smell reminds you of, and what the smell is similar to that is not another kind of food. For example, you might say: *It smells as sweet as a fresh daisy. Or: It smells sweet like a baby's smile.*
6. After you finish thinking about how the Cutie smells, read the entire paragraph the students so they can hear how it flows.



Engaging Lesson Plan Presentations

Writers create pictures for their readers!

One way to create pictures with words is to think about your topic as if you are holding it in your hands so that you can describe what you see, hear, taste, feel, and smell.

Grade 4

What does the smell remind you of?

What is the smell similar to that is not another kind of food?

I might say: *It smells as sweet as a fresh daisy.*



The Smell of a Cutie

Just hold one close and take a deep whiff. Do you smell it? It smells sweet like a freshly picked daisy. The aroma is tart and fresh like a crisp piece of paper. It reminds me of my grandmother's kitchen, a place rich with the scents of cooking that never failed the s

Writers Think about the Five Senses to Elaborate Writing
(As if they are holding their topics in their hands)

Write the reason or main idea:

Think, "What does my topic look like?"

Write a few sentences that answer the question:

Think, "What does my topic feel like?"

Write a few sentences that answer the question:

Think, "What does my topic smell like?"



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Student Lesson Plan Handouts and Teacher's Editions



Name: _____

Using Text Evidence

Prompt

adaptations that help them to survive. Physical adaptations are changes to an animal's body. Read the article, "A Face Only a Mother Could Love," and choose one of the animals, Star-nosed mole, Aye-ayes, or Monkfish from the article. Then write to explain how its physical adaptations help it survive.

Use the information to begin answering the prompt. Remember to include text evidence from the article. Don't forget to include elaboration in your response.



Name: _____

Why Use Elaboration?

Good writers use concrete, specific details and relevant examples to support their ideas. Elaboration helps the writer provide more detail about the topic they are talking about.

When including elaboration, be sure to have enough details to support your topic. Good writers give their readers enough details to understand what has been written.

Elaboration also needs to be related to the topic. Good writers use details that support their topic. In informational or opinion writing, elaboration strengthens the writer's purpose.

Elaboration helps your writing not sound like a list of facts.



Teacher Model

Many animals have physical adaptations that help them to survive. Physical adaptations are changes to the animal's body. Read the article, "A Face Only a Mother Could Love." Choose one of the animals, Star-nosed mole, Aye-ayes or Monkfish from the article. Then write to explain how its physical adaptations help it survive.

Elaboration Could Include

Fact from another source
Personal Experience
Interpretation
Thought
Personal Connection

Words We Might Use to Introduce

That makes me think...
However, if...
This reminds me of...
This means...

This

Many animals have physical adaptations. These changes to their bodies help them to survive. The Star-nosed mole has physical adaptations that help it survive in its wet, underground environment. One of its adaptations helps it stay warm and dry. According to the article, the Star-nosed mole has special fur. The text says its fur repels water. I know that means that water runs right off its fur. The mole never has to get cold and wet. This reminds me of a beaver's fur. Both beavers and Star-nosed moles are good swimmers, spend time in the water, and have special water-proof fur!

Another adaptation helps the Star-nosed mole find food. The mole has a very special nose. At the end of its nose are 22 moving tentacles! According to the text, these tentacles help the mole find food. The mole lives in total darkness, and is almost blind, so it has to use touch to find food. The text says that its tentacles are so sensitive that they can find a grain of salt in a pile of sand! This means that the mole's strange-looking face and all those pink tentacles are actually an important adaptation! This adaptation helps the mole find the food it needs to survive.

Grades 6-8

Grade 7 Writing Assessment

Assessment Student Copy

Read the "Technology and Creativity" passage set.

SOURCE 1: Creativity in Young Children

By Cooper Prescott

- 1 Creativity is closely connected to problem solving skills. It means putting things together in unique ways. It also means thinking of something that no one else has thought of.
- 2 Are these skills most children are capable of? George Land developed a creativity test for engineers and scientists hoping to work for NASA. NASA was looking for knowledgeable people who also possessed high levels of creativity. Land was so successful that in 1968 he decided to try it on children.

SOURCE 2: The Impact of Technology on Teens

By Sarah Perez

- 10 Technology has changed the way we live, but has it affected creativity in teenagers? There are those who believe that creativity is positively impacted by technology while others believe that technology has only negative effects, especially for teenagers.
- 11 The majority of teenagers don't believe that they are creative in any way, especially since they equate creativity with being artistic. What they fail to realize is that creativity is a life skill that applies to any area of life on which they may choose to focus.



or of *Raising Can-Do Kids* says, "We need kids who will be able to come up with novel ways of looking at problems." The freedom produces. Teens often fill that space with a device.

SOURCE 3: Views from Tech Experts

By Shaina Lee

to a website or started scrolling. Now how addictive technology is, we imagine that the very people who created much of the technology we use today have limited its use with their own children.

Microsoft, would not allow any of his children to have their own cell phones until they were 18. He saw his daughter becoming addicted to technology and wanted to limit his own use.



Steve Jobs and Bill Gates are two famous tech moguls who both limited their children's screen time when they were growing up. Is this an example of, "Do as I say, not as I do?"

Jobs said that he did not allow his children to have an iPad until they were 18. He released iPad his company, but he limited how much technology our kids use at home," Jobs told New York Times. He said that it was too addictive and did not encourage creativity at the time.

Jobs was most concerned about the amount of time their children spent on their phones. Looking at how it (technology) can be used in a great way – homework and projects – and also where it has gotten to excess," said Gates. Along with quality time, children need time away from screens to play games or participate in activities with others.

The key is to balance time spent in front of a screen and away from it. If we can be successful, the lives of our children will be forever enriched.

Grade 7 Argumentative Task

TECHNOLOGY AND CREATIVITY

WRITING PROMPT

Write an argumentative essay about whether technology positively or negatively affects creativity and why.

Your argumentative essay must be based on this prompt and topic, and it must incorporate ideas and evidence found in the sources provided.

Use your best writing to complete an essay that

- is focused on your claim;
- combines evidence from multiple sources with your own elaboration to develop your ideas;
- acknowledges at least one counterclaim;
- is organized and includes transitions within and among ideas;
- provides citations for quoted material and source ideas; and
- demonstrates correct use of grammar and language appropriate to the task.

Write your multi-paragraph essay to an academic audience in the space provided.



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Assessment Teacher's Edition


TEACHER'S EDITION
Grade 7 Argumentative Task
TECHNOLOGY AND CREATIVITY
Write an argumentative essay about whether or not technology positively or negatively affects creativity and why.

Your argumentative essay must include evidence found in the source texts.

Use your best writing to communicate your argument.

- is focused on your claim
- combines evidence from the source texts
- acknowledges at least one opposing viewpoint
- is organized and includes transitions
- provides citations for the source texts
- demonstrates correct grammar and mechanics

Write your multi-paragraph essay.

Students should use information from all texts to support their claim as to whether or not technology positively or negatively affects creativity and why.

Possible evidence from *Creativity in Young Children*:

- Jane Healy says that it's ok for kids to play video games etc., so long as they make time to explore their own minds
- Technology is filled with distractions that are difficult to sort through
- Many believe technology enriches creativity if used in moderation
- Video games like Minecraft promote creativity on computers
- Experts say drop in creativity partly due to technology
- Pre-programmed steps on computer do not lead to creativity
- Maintaining attention can be a problem
- Land's Creativity Test showed "non-creativity is learned" as we get older
- Experts say start kids with tablets or e-readers
- Important to have purpose and be focused when on devices in order to access necessary information that matches the purpose
- Purpose usually involves how to solve a problem or come up with a new idea
- If kids have a real purpose—will not become distracted on computers
- Kids need time alone in nature and time alone or with others to play games or activities they make-up
- With a real purpose kids lose track of time and stay focused for hours

Possible evidence from *The Impact of Technology on Teens*:

- If teens go on-line with a purpose—can be creative on computer
- Creative pursuits may include making videos, composing music, building games, and even writing fan fiction (Devorah Heitner)
- Technology fills void caused by boredom instead of creative activities away from devices filling that void
- Technology is digitally distracting
- Richard Rende says that teens should spend time doing things off-line they don't normally do
- Heitner says that instead of kids just consuming content from favorite sites, encourage children to be contributors
- Teens not always mindful of their purpose when going on-line
- Screen time need not be only passive entertainment
- Steve Jobs took calligraphy class that later helped create Macintosh's typography

Possible evidence from *Views from Tech Experts*:

- Technology can be addicting—even Bill Gates and Steve Jobs limited their children's use of it
- Can be used in great ways—homework; staying in touch with friends
- Bill Gates—daughter became too attached to a video game; no cell phone until age 14
- Steve Jobs did not allow his kids to use the iPad—too addictive and does not encourage creativity
- Kids need time away from screens as well to play games or activities by themselves or with others
- Gates and Jobs were concerned with amount of time their kids spent on devices
- Must balance time in front and away from screens

Post-Assessment Exemplar Essay Activity


Florida B.E.S.T. Standards-Aligned Formative Instruction
Technology and Creativity
This is a high-scoring student response; some errors may be present.
WRITING TASK: Write an argumentative essay to support a claim about whether technology positively or negatively affects creativity and why. Use information from the passages in your essay.

Paragraph Numbers

1 Eighty-six percent loss. Loss of what? Creativity. Children given Land's creativity test in 1968 scored 98% in creativity. Yet, just ten years later, those same children earned an average score of 12%. That is a loss of 86% creativity. How can someone lose the ability to be creative? Aren't we naturally unique problem solvers? Yet, according to the articles in the passage set, "Technology and Creativity," creativity is in danger of being lost and technology is the reason. So, how exactly does technology negatively affect our natural ability to be creative?

TEACHER'S NOTES

- | | |
|----|--|
| 1. | The writer's hook uses a statistic to introduce the topic. The hook is effective because it is interesting and relevant to the topic. So, how exactly does technology negatively affect our natural ability to be creative? |
| 2. | See the underlined reasons for the final sentence. Technology teaches non-creativity. Technology impacts time negatively. Technology affects focus and attention. |
| 3. | The writer paraphrases information from the passages to support the claim. Teens lack purpose and use technology. Kids need time for playtime. Steve Jobs and Bill Gates limit screen time. The writer also integrates quotes from the passages to support the claim. "fills the space boredom produces" and "explore creatively the...own world." |
| 4. | See the highlighted sentence in the introduction to introduce the idea of technology. In paragraph 4, the writer suggests that technology is the reason for the loss of creativity. |
| 5. | See the double underlined sentence in the counterclaim that programs designed to hold the attention of young users. Readers can be used as part of the argument. |
| 6. | See the boxed transitional word in the paragraphs flow throughout the essay. |
| 7. | The writer restates the claim that technology may "steal time" and revisits the introduction (unity). |

TEACHER'S EDITION

Florida B.E.S.T. Standards, Grade 7 Exemplar Paper
Technology and Creativity
This is a high-scoring student response; some errors may be present.
WRITING TASK: Write an argumentative essay to support a claim about whether technology positively or negatively affects creativity and why. Use information from the passages in your essay.

Paragraph Numbers

- 1 Eighty-six percent loss. Loss of what? Creativity. Children given Land's creativity test in 1968 scored 98% in creativity. Yet, just ten years later, those same children earned an average score of 12%. That is a loss of 86% creativity. How can someone lose the ability to be creative? Aren't we naturally unique problem solvers? Yet, according to the articles in the passage set, "Technology and Creativity," creativity is in danger of being lost and technology is the reason. So, how exactly does technology negatively affect our natural ability to be creative?
- 2 Interestingly, George Land's test showed that "non-creativity is learned" as we get older, according to Source 1. Experts believe that the drop in technology that Land observed is due in part to technology. There has been an "influx of technology ranging from computers to cell phones" when all have programs designed to hold the attention of young users. If you aren't sure whether or not young kids are using technology, just go out to eat. Take a look around the restaurant. You will most certainly see many families with children whose noses are pointed at some device. While games like Candy Crush or Color Me may keep young kids entertained and quiet, they don't necessarily help to develop creativity. In fact, many programs for young children have pre-programmed steps that don't allow for user creativity (Source 1). While there are some programs out there that encourage creativity, like the Minecraft program mentioned in both Source 1 and 2, most kids simply consume content when interacting with technology. They aren't actively interacting with technology. They are just zoning out by zoning in on technology. And, as researchers found, this use of technology is teaching children to be non-creative.
- 3 Technology not only teaches kids to be non-creative, but it also has a huge impact on another element required to be creative—time. Creativity requires time: time to problem solve, time to put together new ideas, and time to build. Additionally, technology severely limits time spent on creative activities because it is so easy to lose track of time when using devices like your phone or tablet. According to Source 2, teens are notorious for lacking purpose when online. Instead, teens often use technology as a boredom-filler. Technology "fills the space boredom produces," and teens fill the time that they could be spending creating something unique with activities like playing online games, listening to music, or watching videos (Source 2). This is

STUDENT'S EDITION
Discussion Questions

- Underline the hook and claim in the introduction.
- In paragraphs 2, 3, and 4, underline where the writer states the reasons that support the claim.
- How does the writer use evidence to support the reason in paragraph 3?
- Highlight an example of elaboration. How does the writer use elaboration to further explain evidence?

Grade 7 Lesson Plans

Teacher's Step-by-Step Lesson Plans



Grade 7

Elaboration Lesson 1

Lesson Overview:

The purpose of this lesson is to learn how to elaborate in writing. Students will understand what it means to elaborate, as well as learn about multiple techniques that they can use in their own writing to help them elaborate.

Materials Needed:

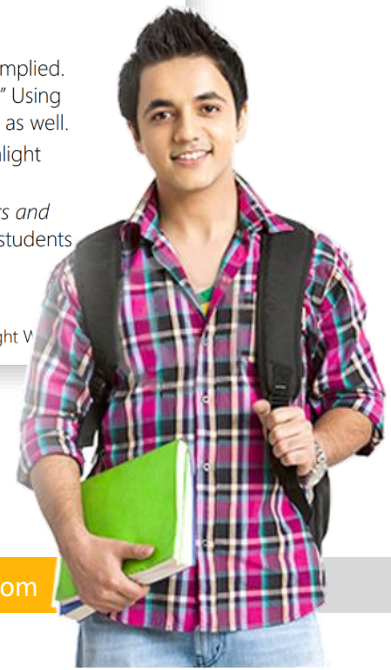
- Document Camera
- PowerPoint Presentation
- Handout: *Elaboration*
- Text: *Black Holes*
- Highlighter

Explicit Instruction:

1. Distribute handout (slide 2).
2. Review what it means to elaborate in writing (slide 3).
3. Explain that elaboration must be clear, convincing, and original (slide 4).
4. Review the scoring rubric for evaluating elaboration (slide 5).

Modeled Instruction:

1. As a class, read and discuss the five techniques that authors use to elaborate on their point. **Note:** The underlined text is the point the author is making. The rest of the paragraph is the elaboration on that point (slide 6-8).
2. After reviewing the five techniques, have students practice using two different elaboration techniques. Students can create a generic topic, or you can provide them with the topics. Try building one together and the second they can do with a partner or independently (slide 9).
3. Distribute the text "Black Holes."
4. Read the text aloud with students all the way through once (slide 10).
5. Discuss how authors sometimes state their points or ideas and sometimes they are implied. The first point the author makes is that "Black holes are created when large stars die." Using the document camera, underline this point in the text and instruct students to do so as well.
6. Work with students to determine how the author supports this point. Together, highlight the elaboration in the text.
7. Ask students to name which technique(s) the author used to elaborate-*facts/statistics and examples*. Note these techniques in the margins next to the paragraph and instruct students to do so as well. Clarify any questions.



Engaging Lesson Plan Presentations



Using Transitions Effectively

GRADE 7

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US:

ate transitions to create cohesion and clarify the relationship among ideas and



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Why Use Transitions?



Transitions are words or phrases that are like a bridge between ideas. They keep the reader from getting lost and confused. When used correctly, they create cohesion among ideas.

Grade 7

Partner Practice:

1. Read "The Future of Civilian Space Travel".
2. Highlight the transitional word or phrase at the beginning and end of each paragraph.

to the beginning and/or end of any paragraph that does not have one.

ed transitions. Discuss with partner if transitions are appropriate. If not, replace with new



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Independent Practice:

1. Review your peer edit.
2. Add transitions to the beginning and/or end of any paragraph that does not have one.
3. Replace transitions with check marks next to them.



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Student Lesson Plan Handouts and Teacher's Edition



Teacher Edition Notes

BLACK HOLES

If you have ever sat and stared at the sky, you might have seen a few stars. With a little help from a small telescope, you can see more stars. What you cannot see with the naked eye is black holes. Black holes are very difficult to see.

Evaluating Elaboration

Level	Description
4 <i>Strong</i>	Consistent use of specific supporting details, often conveyed through a variety of elaborative techniques such as: facts and statistics, examples, reasons, quotations, and sensory details, as appropriate to the task.
3 <i>Adequate</i>	Develops support through the use of elaborative techniques.
2 <i>Uneven</i>	Developed in some parts of the response but not in others.
1 <i>Weak</i>	Does not provide sufficient elaboration

Practice

Chose two different techniques to practice elaborating with. First, identify the technique, and then write your point/claim, followed by your elaboration. Highlight the point/claim in your example.

Technique 1: _____

Technique 2: _____



Elaboration is used to give more detail to a point or claim.

Elaboration Methods

- Clear:** Does the point or claim make sense?
- Convincing:** Are there enough details to support the point or claim?
- Original:** Have you provided a unique perspective or insight?

Anecdotes

A short narrative to illustrate a point or claim (elaborate) the point or claim.

Definitions

If the point or claim is abstract, defining it to better understand it, then provide the details.

Descriptions

Create vivid images for the reader.

Examples

Provide more specific information about the point or claim with evidence.

Statistics/Facts

Numbers (data) that support the point or claim. Use information that helps your idea or argument.

less restrictive than in the past.

points to highlight.
Examples

In order to create a black hole, a star must die. When they die, black holes are created.

points to highlight.
Examples

It is like a giant garbage crusher. It crushes everything into it, crushing it into a tiny ball. If a house were to enter a black hole, the size of a grain of sand, the entire Earth would be crushed and could look like a tube of spaghetti.

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Grades 9-11

Grade 10 Writing Assessment

Assessment Student Copy

Read the "Social Media in Education" passage set.

SOURCE 1: Social Media in School

By Phillip Jones

- 1 The popularity of social media continues to spread like a rumor. Teachers are even setting up social media access in classrooms. Some teachers use classroom blogs to encourage students to express their thoughts. The technology also promotes discussion among students about blog posts. Teachers find Facebook and Instagram to be useful for posting homework assignments. The social media

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SOURCE 3: Using Facebook in the Classroom

By Bree Downs

- 14 "The idea of using Facebook in the classroom may seem radical to some," wrote Macie Hall in her 2014 article for the *Innovative Instructor* blog. Yet, Hall sees benefits to adding Facebook to a

SOURCE 2: Does Social Media Promote Learning?

By Marianne Scott

Professor Karen Lederman wrote about the effect of



Grade 10 Argumentative Task

SOCIAL MEDIA IN EDUCATION

WRITING PROMPT

Write an argumentative essay about whether social media has an overall positive or negative impact on education.

Your argumentative essay must be based on this prompt and topic, and it must incorporate ideas and evidence found in the sources provided.

Use your best writing to complete an essay that

- is focused on your position;
- combines evidence from multiple sources with your own elaboration to develop your ideas;
- rebuts counterclaims with evidence;
- is organized and includes transitions within and among ideas;
- provides citations for quoted material and source ideas; and
- demonstrates correct use of grammar and language appropriate to the task.

Write your multi-paragraph essay to an academic audience in the space provided.



Assessment Teacher's Edition



Students should use information from all three texts to support their opinion about whether social media has an overall positive or negative impact on education.

Possible evidence from "Social Media in Schools":

- Teachers use social media to communicate with students and parents.
- Promotes digital literacy skills.
- Teachers find social media valuable for classroom management.
- Teachers like social media and send relevant information to students.
- Studies show that social media can be an invitation for students to goof off.
- Social media offers students a quick way to find answers on the Internet. This reduces a student's focus on learning and ability to retain information.
- Students using social media in the classroom are doing too much at once—attempts to multi-task ensure poor grades.
- Social media has caused misspelling—students now call it "variant" spelling.
- Students may not benefit from social media in the classroom due to their lack of speaking and performing skills. Social media encourages a conversation/comment online, rather than a face-to-face conversation or confrontation that occurs in real life.

Possible evidence from "Using Facebook in the Classroom":

- Facebook can provide a means for students to communicate and collaborate outside of the classroom in a medium with which they are very familiar.
- From Carol Brown: "Facebook encourages students to collaborate rather than form cliques."
- From Carol Brown: "Shy students surely benefit from Facebook" because they "can contribute on Facebook where they may be more comfortable."
- Facebook also enables students to access online resources with ease because teachers can post links to these sources on the class Facebook page.
- From Carol Brown: "Another benefit of Facebook is that it increases students' engagement in class lessons" because students will not "passively listen to lectures."
- From Alessandro Cesarano: "Facebook page encourages students to work together...facilitates communication and increases student engagement."
- From Alessandro Cesarano: "Facebook is an interesting way to enhance the students' cultural exposure of the language they're learning in ways that the textbook can't."

Possible evidence

- Social media stimulates the imagination.
- Students who use social media.
- From Profes... build better...
- From Krister... both the tim... activities." St...
- Access to so...
- Social media

Grade 10: Argumentative SOCIAL MEDIA IN EDUCATION	
Standard	Question Type
ELA.10.C.1.3*	Essay Response

*Essays also align with additional standards.

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Post-Assessment Exemplar Essay – Student Copy



TEACHER'S EDITION

Florida B.E.S.T. Standards, Grade 10 Exemplar Paper

This is a high-scoring student response; some errors may be present.

WRITING TASK: Write an argumentative essay about whether social media has an overall positive or negative impact on education.

Paragraph Numbers

- 1 Snapchat and Insta aren't usually thought of as teaching tools, but they could be! Today's educational environment is changing due to social media. It is everywhere, and it is used by just about everyone. Bringing social media into the classroom is a natural way for the classroom to evolve and adapt. Social media has an overall positive impact on education. Due to its ability to foster a sense of a community, create a way to communicate or share ideas, and engage both students and teachers, social media is a natural way for the classroom to evolve and adapt.
- 2 One of the best benefits of social media is its ability to foster a sense of community that it creates. It helps students feel like they are part of a team. As mentioned in his article "Social Media in the Classroom," Phillip Jones explains that technology can create a sense of community in the classroom by connecting students together on class projects. Scott explains that social media can help students feel like they are part of a team. He also mentions that social media can help students feel like they are part of a team.


Florida B.E.S.T. Standards, Grade 10 Exemplar Paper
Social Media in Education

This is a high-scoring student response; some errors may be present.

WRITING TASK: Write an argumentative essay about whether social media has an overall positive or negative impact on education.

Paragraph Numbers

- 1 Snapchat and Insta aren't usually thought of as teaching tools, but they could be! Today's educational environment is changing due to social media. It is everywhere, and it is used by just about everyone. Bringing social media into the classroom is a natural way for the classroom to evolve and adapt. Social media has an overall positive impact on education. Due to its ability to foster a sense of a community, create a way to communicate or share ideas, and engage both students and teachers, social media is a natural way for the classroom to evolve and adapt.

STUDENT'S EDITION

Discussion Questions

1. Underline where the writer clearly states his or her opinion (claim).
2. How does the writer support the claim with logical reasoning and relevant evidence from the text in paragraph 2? Highlight any examples.
3. Draw a box around any words, phrases, or clauses in paragraphs 2 and 3 that connect ideas and clarify the relationships among claims, counterclaims, reasons, or evidence.

TEACHER'S NOTES

1.	See the underlined thesis statement in the introduction. The writer states the claim, "Social media has an overall positive impact on education," and follows with the reasoning, "due to its ability to foster a sense of a community, create a way to communicate or share ideas, and engage both students and teachers." The writer then uses the essay to discuss these positives aspects that social media has in the classroom and on education.
2.	See the highlighted examples in paragraph 2. The writer supports the claim with logical reasoning and relevant evidence from the text in paragraph 2 by using evidence cited directly from the text and from paraphrased information. The evidence used supports the writer's claim regarding how social media in the classroom can foster a sense of community.
3.	See the boxed examples in paragraphs 2 and 3. The words and phrases used clearly connect ideas and clarify the relationships among claims, counterclaims, reasons, or evidence, thus helping the paragraphs flow from point to point.
4.	The writer uses text evidence to point out the counterclaim that some people think that social media in the classroom is a distraction and a detriment to learning. The writer then provides a rebuttal (highlighted) using text evidence to show that social media can be useful in learning.
5.	See the underlined sections in paragraph 4. The writer cites the sources by using a combination of author name, source number, and article title. All of this adds to the writer's credibility.
6.	The conclusion follows the information given and supports the argument presented. The writer combines the argument and the reasoning together ("When social media is added to the classroom, positive impacts like fostering a sense of community, creating ways to share and communicate ideas, and engaging students and teachers can pave the way for a positive impact on education."), and the writer asks the readers to consider how their classrooms might look with social media added to the environment.

Grade 10 Lesson Plans

Teacher's Step-by-Step Lesson Plans



Grade 10

Counterclaim & Rebuttal Evidence

Lesson Overview:

Students will collect evidence from multiple sources for counterclaims against a given argument and determine which counterclaim would best fit into the overall argument.

Materials Needed:

Handout – Counterclaim & Rebuttal Evidence – *Jobs that Save Lives*
 PowerPoint – Counterclaim & Rebuttal Evidence – *Jobs that Save Lives*
 Teacher Edition – Counterclaim & Rebuttal Evidence – *Jobs that Save Lives*
 Text Set – *Jobs that Save Lives*
 Document Camera (optional)

Instructional Focus Addressed:

In general, the lesson addresses the writing standard for the production of clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. This lesson focuses on collecting evidence for and against a given argument.

Explicit Instruction:

PowerPoint slides 2-3

1. Introduce lesson.

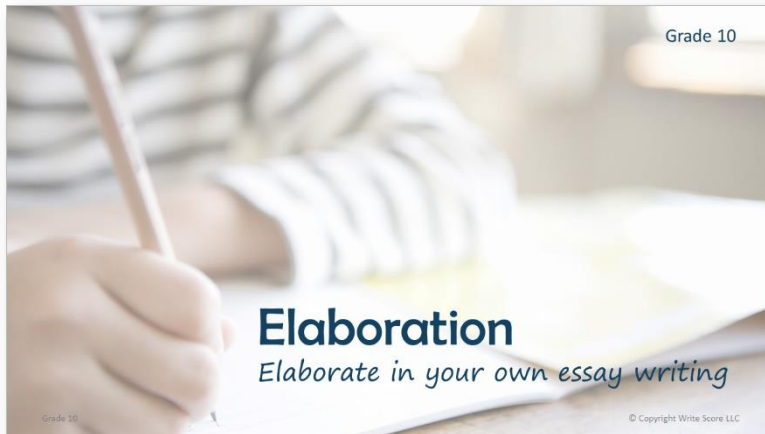
Say: *A good argument essay is grounded in research; it is not just the writer's feelings about a given topic. The essay includes a clear argument, with both claims to support and negate the argument. Today, we are going to focus on researching and gathering evidence to negate claims made in an argument essay, also known as counterclaims. We are also going to think about ways to rebut—or invalidate—the counterclaims the authors make.*

2. Review parts of an argument essay.

Claim	main argument of an essay
Reasoning	reasons that support the claim
Evidence	information that supports reasoning and backs the claim

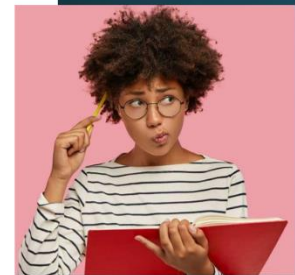


Engaging Lesson Plan Presentations

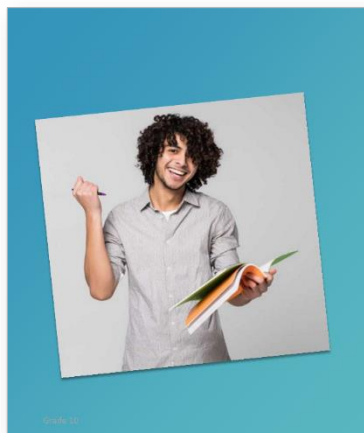


Elaboration means to:

- tell the reader more
- expand on the evidence
- give more details
- explain the reasoning behind the



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Review

The elaboration must be:

- ✓ **Clear:** Does the reader understand what you are trying to convey?
- ✓ **Convincing:** Are your details directly related to the evidence?
- ✓ **Original:** Have you reflected on how the evidence proves the point/claim you are making? Is the explanation in your own words? Did you avoid using a direct quote?

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Review:

Techniques authors use to elaborate

How do you elaborate on evidence?

- Anecdote
- Description
- Definition
- Examples
- Statistics / Facts

Grade 10



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Student Lesson Plan Handouts and Teacher's Edition



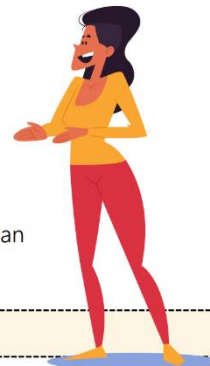
Source 1:

Coasties and Leathernecks


Teacher's Edition

Counterclaim Evidence

Directions: Read the text set *Jobs that Save Lives* to find evidence for possible counterclaims for the argument. Then, choose the counterclaim you would use in an argument essay and explain why.



Argument: The benefits of working for the military outweigh the risks.

Claim 1: The military compensates its members well.

Counterclaim Evidence:

- Coast guards/marine starting salary is only \$20,000 (Source 3).



Claim 2: The military offers specialized training in many fields of interest.

Counterclaim Evidence:

- They have to deal with "drug trafficking and perform search and rescue operations" which can both be dangerous (Source 1).
- After hurricanes, SAR missions are sent out to look for people; this can also be dangerous (Source 2).
- Coast Guard "are also responsible for border patrol, and they can inspect ships—this alone is sometimes a dangerous activity since some boats contain drugs and the people who traffic them" (Source 3)
- Marines are put through "a grueling thirteen-week training" that is well known for being "brutal" (Source 3).

Counterclaim Statement:

Model Response:

Some argue that starting salaries in the military are too low.

Counterclaim Statement:

Students responses will vary.

Critics argue that the military too often has to put themselves in dangerous situations.

Counterclaim Rational:

Students' Responses will vary. Students should explain which counterclaim they would use and why, including how they would rebut the counterclaim. Example answers include:

- I would use the counterclaim that they are not paid enough because I have evidence of how much their starting salary is and good information to rebut the counterclaim. Military are offered a number of other benefits that add on to the pay, like housing and the cost of school.
- I would use the counterclaim that the jobs are too dangerous because there is evidence in all three sources to support this idea. There is also evidence to rebut the counterclaim because each article provides information on their specialized training to prepare them for such dangers.

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ard is shown here working in the water.

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- Delivers support in a friendly, professional, and timely manner;
- Instructs customers on the proper and best use of our data and resources;
- Provides solid instructional and technology support;
- Embraces constructive change as an opportunity for continuous improvement;
- Has earned the trust, confidence, and respect of the people that we serve.



Write Score Testimonials

We are very pleased with the availability, quick response to our request, patience, and follow-up of your customer service contact person.

—Dr. Nestor Diaz, Assistant Principal

You all have been so great with supporting us with so many questions/student lockouts, etc. We really, really do appreciate you!

—Alison Boivin, Assessment Development Program Manager, Formative Assessments

Many thanks again for the EXCELLENT support you and your TEAM have consistently provided!

—Timmeko Parks, CST

Thank you so much for your help during the assessment process. I can't say enough great things about Customer Support at Write Score!

—Elizabeth Brown, Assistant Principal of Instruction

While there have been many benefits that have come from our association with Write Score, your willingness to be flexible and accommodate our needs has been truly outstanding. You are an excellent company with which to work.

—Barbara Sager, CRT

Write Score has been a valuable tool for us to use as a progress monitor. It is a well-planned objective measure. We have made great strides this year.

—Christine Levings, Reading Coach

The quick feedback provides teachers with the ability to focus on various targeted areas to meet the needs of students. The stories were liked by our students and the graphics and presentation of material was outstanding.

— Amy Gael, CRT

Write Score is an excellent program to help teachers improve their students' writing. The graphs and reports are helpful in that they help teachers to pinpoint the weak areas in their writing program.

– B. Milligan, Principal

The use of Write Score has bumped our writing instruction to the next level. By eliminating 'teacher subjectivity' we are able to have a critical look at student writing and accurately identify areas for instruction. We are able to move up those students who are having difficulty and also fine tune those who are meeting standards to push them to exceed.

– Susan Norton, Assistant Principal

Thank you so much for your continued support! We have seen the benefits of the Write Score Assessments in regards to preparation for our state assessment.

– Shawna McCoy, Assistant Principal

The help and assistance we received from Write Score was unmatched with any other company that we have ever had the opportunity to work with.

– Tiffany Ward, Principal

For the past three years, our teachers still ask if their scores and data have arrived yet ~ the data is phenomenal and useful to drive instruction! Write Score goes out of their way to get things back in a timely manner. Their customer assistance is always positive and enthusiastic and gets answers to any question you may have.

– Lannie Wiles, CRT