







K-12 WRITING SOLUTION

Maximize instructional time with data-informed focus points and targeted lesson plans.

ABOUT US

Write Score comes to you with 20 years of experience supporting K-12 educators with professionally scored formative writing assessments and instructional materials aligned to Georgia's K-12 Standards for ELA and revised Milestones Writing Assessment. Measure student progress, guide teaching, and enhance learning with this valuable tool.

- ✓ Revised Milestones-aligned Writing Assessments
- ✓ Professional Scoring of Student Responses
- ✓ Data Points Aligned to Revised Milestones Rubrics
- ✓ Comprehensive Data Review Plan
- ✓ Georgia Standards-aligned Lesson Plan Suite
- ✓ Training and Onboarding Support









Maximize instructional time with data-informed focus points and targeted lesson plans.

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Write Score Assessments Include:

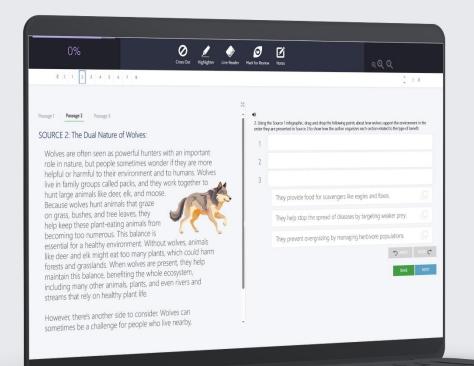


Grades 3, 5, 8, 9 & 10

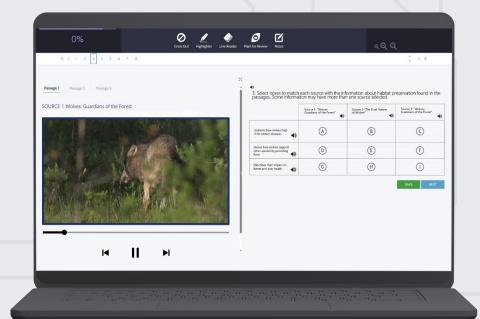
- Three Sources of Different Modes
- Three Selected Response/Tech-Enhanced Questions (drag & drop, table match, drop down, multi-select, hot text reorder)
- Opinion/Argument Extended Writing Task with Writer's Checklist

Grades 4, 6, and 7

- Three Sources of Different Modes
- Three Selected Response/Tech-Enhanced Questions (drag & drop, table match, drop down, multi-select, hot text, reorder)
- Peer Revision Task
- Optional extended writing task add on



Online testing platform reflects the look, feel, and navigation of the Milestones testing experience.





WRITING ASSESSMENTS



Write Score Assessments align with the revised Milestones requirements for opinion/argumentative writing tasks about specific scenarios using multimodal sources.

Source 1: Infographic



Wolf Facts

Healthier Forests

Wolves help prevent

overgrazing by controlling

deer and elk populations, which allows trees and

plants to thrive, supporting

healthier forests and

Disease Control

By hunting weak or sick

animals, wolves help limit

diseases like Chronic

Wasting Disease in deer,

promoting healthier

Food for All

Wolves' kills provide

food for scavengers

like eagles, foxes, and

bears, supporting

many species and

boosting biodiversity.



Group: Mammals

Species:

Approximately 40 subspecies. Gray wolf is the most recognized.

Age:

Wolves evolved about 1 million years ago, closely related to the first domesticated dogs.

Senses:

Wolves can hear sounds up to 6 miles away in forests, and their sense of smell is 100 times better than humans'.

Benefits:

Wolves play a vital role in maintaining balanced ecosystems by controlling populations of deer, elk, and other prey animals.

Threats:

Human activities pose the greatest threat to wolves, including habitat loss, hunting, and conflicts with livestock.

Source 2: Article

Source 2: The Dual Nature of Wolves: **Helpful Predators or Threats?**

n seen as powerful hunters with an important role in nature, but people der if they are more helpful or harmful to their environment and to humans. mily groups called packs, and they work together to hunt large animals like bose. Because wolves hunt animals that graze on grass, bushes, and tree keep these plant-eating animals from becoming too numerous. This al for a healthy environment. Without wolves, animals like deer and elk ny plants, which could harm forests and grasslands. When wolves are maintain this balance, benefiting the whole ecosystem, including many its, and even rivers and streams that rely on healthy plant life.

nother side to consider. Wolves can allenge for people who live nearby, nd ranchers. Wolves don't

rence between wild animals and and cows, so they may hunt livestock d livestock is nearby. This can cause ners, who depend on their animals ng livestock to wolves means

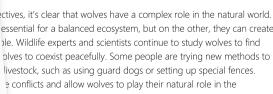
an make people feel frustrated or even frightened. Because of these nunities have tried to limit the wolf population or even remove them

ectives, it's clear that wolves have a complex role in the natural world. essential for a balanced ecosystem, but on the other, they can create ble. Wildlife experts and scientists continue to study wolves to find livestock, such as using guard dogs or setting up special fences. e conflicts and allow wolves to play their natural role in the ng harm to farmers and ranchers.

oful or harmful? It depends on how we look at their role in nature thallenges they bring. As scientists learn more, people are finding

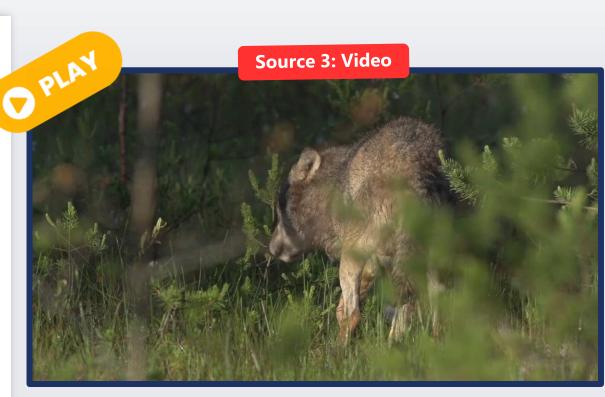
and humans.













Part 1: Three Selected Response/ Technology Enhanced Lead-up Questions

Selected Response Question

- 1. Which ONE sentence below from Passage 2 supports the idea that wolves help balance ecosystems?
- A. "Wolves travel in packs, working together to hunt larger prey."
- B. "A wolf's howl can be heard up to 10 miles away in the open."
- C. "Wolves prevent overgrazing by controlling populations of deer and elk."
- D. "A typical wolf pack has a strong social structure, with an alpha pair leading the group."



Drag and Drop Question

2. Based on Source 1, drag and drop to match the benefits and outcomes that show how wolves support the environment.

Healthier Forests								
Food for All	They provide food for scavengers like eagles and foxes.							
Disease Control	Disease Control							
	pread of diseases by targeting weaker prey.							
They prevent overgrazing by managing herbivore populations.								

Table Match Question

3. Select boxes to match each source with the information about habitat preservation found in the passages.

Information	Source 1: "Wolf Facts"	Source 2: "The Dual Nature of Wolves: Helpful Predators or Threats?"	Source 3: "Wolves: Guardians of the Forest"
explains how wolves help limit certain diseases			✓
shows how wolves support other species by providing food		✓	
describes their impact on forest and river health	√		Jim,



WRITING ASSESSMENTS (continued)



Part 2: Extended Writing Task

Directions

Your class is studying wildlife conservation in preparation for a visit to a local wildlife reserve. As part of this visit, you'll present your research to wildlife experts, classmates, and your teacher.

You decide to focus on wolves and develop the following research question:

Are wolves more beneficial or dangerous to their environment and to humans?

Imagine you have found three reliable sources on wolves. After reviewing these sources, you will answer three questions and create a text that addresses the research question. You can refer to the sources as often as needed. Use the Notepad tool to take notes and plan your writing.

Source #1: View the infographic, "Wolf Facts," which provides interesting facts about wolves and their behavior.

Source #2: Read the article titled "The Dual Nature of Wolves: Helpful Predators or Threats?" which examines both the positive impacts and potential risks associated with wolves.

Source #3: Watch the video titled "Wolves: Guardians of the Forest," which highlights the crucial role wolves play in maintaining the health of forest ecosystems and corrects common myths about animals.

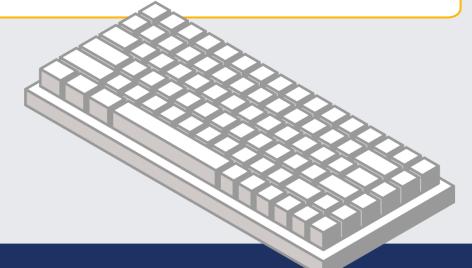
Extended Writing Task

Using the information from the three sources, write an original text to answer the research question. Consider the purpose and audience as detailed below:

Research Question: Are wolves more beneficial or dangerous to their environment and to humans?

Purpose: To present and support your viewpoint about wolves, considering their ecological role, behavior, and interactions with humans.

Audience: Wildlife experts, classmates, and your teacher. Make sure to use evidence from multiple sources to develop your topic thoroughly and support your explanations in your writing. Refer to the Writer's Checklist as you write and revise your text.





*includes writer's checklist

Grades 4, 6 and 7

Part 2: Peer Review Task (13 Questions)



Directions

Consider what you have learned about wolves from reviewing the **three** sources. You will now participate in a peer revision task using a student's draft text that addresses the following research question for the specific purpose and audience shown below.

Research Question: Are wolves more beneficial or dangerous to their environment and to humans?

Purpose: To present and support an argument about the role of wolves in their environment.

Audience: Wildlife experts, classmates, and your teacher.

Use the sources and what you know about the writing process to revise your classmate's text.



Peer Review Task Questions

1) Read the introduction from a student's draft response. Select ONE sentence that should be revised to match the writing style of the other sentences.

Wolves are fascinating animals that live in packs and communicate through howls. Wolves help keep ecosystems balanced by controlling the population of prey animals. I think wolves are really cool and should be protected. This response will explain why wolves are important and how they benefit the environment.

2) Read the student's body paragraph: Wolves help the environment by controlling prey populations. Without wolves, animals like deer and elk would overgraze the land. This would cause plants and trees to die, which would harm many other animals that rely on plants for food and shelter.

Which ONE piece of evidence BEST strengthens the student's argument?

- A) Wolves are able to bring down large prey like elk and deer because they hunt in packs.
- B) In Yellowstone, the reintroduction of wolves led to the recovery of many plant species that had been overgrazed by elk.
- C) Wolves' sharp teeth and strong jaws make them excellent hunters.
- D) Human activities pose the greatest threat to wolves.

3) Read the sentence from a student's draft response. Select the correct word from the brackets.

Wolves [have/has] a key role in maintaining balance in the ecosystem, as they [help/helped] control prey populations and prevent overgrazing. Without wolves, plants and animals in the ecosystem [suffer/suffered] from imbalances that harm the environment.

Part 1 Data:

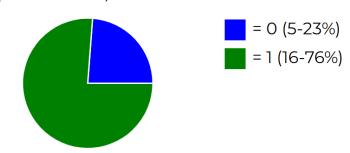
Technology Enhanced Lead-up Questions



STUDENT NAME	SELECTED RESPONSE #1	DRAG AND DROP #2	TABLE MATCH #3
Possible Points	1	1	1
D, Cooper	0	О	Ο
J, Kelly	0	1	1
J, Leighton	1	0	Ο
W, Jamarion	1	0	1
V, Ignacio	1	0	0
P, Brayden	1	1	0
H, Blayze	1	1	0
D, Ty	1	0	0
S, Harlee	1	1	1

SELECTED RESPONSE #1





DRAG AND DROP #2

(# students - %)

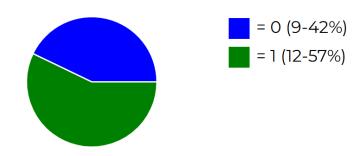
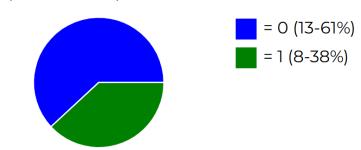


TABLE MATCH #3

(# students - %)



Part 2: Extended Writing Task Data



Raw Score

(up to 8 pts)

	\$	\$	\$	\$		purpose & organization						Е	VID	& E	LAE	3							LA	NG	UAC		JSAC		k CC	NV	ent	101													
STUDENT NAME	Purpose & Organization	Evidence & Elaboration	Language Usage & Conventions	Raw Score	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	Insufficient 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	Sufficient Capitalization	Partial Capitalization	Weak Capitalization	Sufficient Punctuation	Partial Punctuation	Weak Punctuation	Sufficient Spelling	Partial Spelling	Weak Spelling	Sufficient Usage	Partial Usage	Weak Usage
Jacob S.	2	2	2	6		X			X				Х				X				Χ				Χ			X			Χ			X			X				Χ		Χ		
Eric M.	2	2	2	6	X				X					Х			X				X				X			X			Χ				X		X			Χ			X		
Jessica S.	2	1	1	4		X			X					X			X					X				X				X		X			X			X				X		X	

Written responses are professionally scored using the revised Milestones rubric.

X's indicate students' performance with each response detail.

Evidence &

Purpose & Organization Elaboration
(up to 3 pts) (up to 3 pts)

(up to 2 pts)



Milestones ICT Task for grades 3, 5, 8, and high school EOC

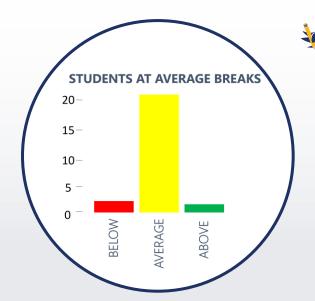
Part 2: **Extended Writing Task Data**

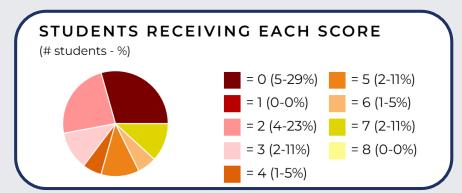
continued

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 text 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.







AREAS FOR IMPROVEMENT

Includes scores of Weak, Missing or Insufficient

3 students

Purpose & Organization

38 students (71%) Introduction 36 students (67%) Conclusion 33 students (62%) Evidence & Elaboration

Attributions

Word Choice

Dev of Support 41 students (77%) 27 students (50%)

Language Usage & Conventions

Spelling Sentence Formation 6 students Punctuation 5 students Milestones ICT Task for grades 4, 6, and 7

Part 2 Data:

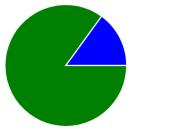
Peer Review Task



STUDENT NAME	PEER REVIEW #1	PEER REVIEW #2	PEER REVIEW #3	PEER REVIEW #4	PEER REVIEW #5
Possible Points	1	1	1	1	1
D, Cooper	0	0	0	0	0
J, Kelly	0	1	1	0	1
J, Leighton	1	0	0	1	0
W, Jamarion	1	0	1	1	0
V, Ignacio	1	0	0	1	0
P, Brayden	1	1	0	1	1
H, Blayze	1	1	0	1	1
D, Ty	1	0	0	1	0
S, Harlee	1	1	1	1	1
S, Dianna	1	0	0	1	0
T, Ethan	1	0	1	1	0
W, Cash	0	1	1	0	1

PEER REVIEW #1

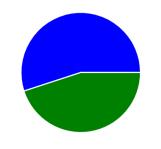
(# students - %)

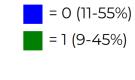




PEER REVIEW #2

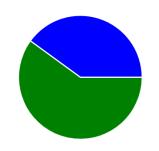
(# students - %)

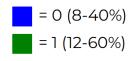




PEER REVIEW #3

(# students - %)





PEER REVIEW #4

(# students - %)

Rubric Guide & Data Resources



Assessment Exemplar & Teaching Tools

Post-assessment review materials allow testing to become an instructional opportunity.

Believe it or not, wolves support other animals. Sure, they hunt them, too, but in the big picture, wolves are more helpful to animals than harmful. The infographic "Wolf Facts" states that wolves often leave behind parts of their prey, which becomes food for scavengers like eagles, bears, and foxes. These leftovers help many animals survive, especially in winter when food is hard to find. The article agrees, saying that wolves create a "food web" by sharing their meals with other species. For example, a wolf that hunts and kills a deer might only consume 65% of it. The rest is then left for other animals. A bear might come along and have a bite to eat. Later, an eagle might find the leftovers. This teamwork benefits the whole ecosystem.



Georgia Revised Milestones Exemplar Paper Wolves: Friend or Foe?

Wolves have been misunderstood for a long time, often seen as dangerous predators. Frequently, when fierce hunters. However, wolves are very important for the environment. By looking at an infographic titled named "Wolves: Guardians of the Forest," we can see how wolves help ecosystems and humans in amazing populations, protect forests, and support other animals.

Underline the sentence that shows where the writer uses an engaging strategy.

Put a box around the sentence where the writer provides the overall claim.

- First, wolves control prey populations. According to "Wolf Facts," wolves are predators that hunt animals like deer and elk. This might sound scary, but it is actually helpful. Without wolves, these animals can overpopulate, eating too many plants and disrupting the balance of nature (Source 1). The video "Wolves: Guardians of the Forest" explains that when wolves were reintroduced to Yellowstone National Park, the wolves, Yellowstone would be without aspen and willow trees (Source 2). Further, they might be without the animal species that call those trees home. This shows that wolves help keep ecosystems in balance. This is
 - Underline the main idea of this paragraph. How does it relate to the overall argument?
 - Put a box around the two places where the writer uses evidence from the sources.
 What do you notice about how the writer uses evidence?
 Circle three transitions used in the second paragraph.
- Another benefit to the environment is that wolves protect forests. When wolves are around, prey animals move more and avoid staying in one spot for too long. The article "The Dual Nature of Wolves" mentions that this behavior, called the "ecology of fear," allows trees and bushes to grow better because they are not being overgrazed. The video also shows how this helps other animals, like birds, who rely on trees for nests.
 - Underline the main idea of this paragraph. How does it relate to the overall argument?
 - Write two additional sentences that could provide more details for the paragraph.

Comprehensive Rubric Guides

Ensure teachers are familiar with the revised Milestones rubric guidelines, and use the guide to further evaluate students' performance data.



Instructional Connectors

Easily link assessment results with instructional practice. Includes an outline of expectations for each writing component, data-dig in topics, and suggested instructional strategies.





Standards-Aligned Instruction



The Scope & Sequence offers a clear, practical structure for daily instruction.









- The opinion lessons in this unit include both non-text-based and text-based lessons. Conventions lessons are designed to be used at any time.
- Instructional Connectors for all writing characteristics are available under "Professional Resources."

Strong Writer Series Lessons

Writing Strong Paragraphs		LESSONS	EST. DURATION	
16 Lessons	Writing Text-Based Opinion Paragraphs	7	2-3 weeks	
	, mon ratagraphs	9	2-3 weeks	

Text Technique Lessons

- Lesson 1: Basic Opinion & Expository Writing Techniques Lesson 2: Opinion & Expository Craft Techniques
- Lesson 3: Basic Narrative & Poetic Writing Techniques
- Lesson 4: Narrative Craft Techniques
- Lesson 5: Poetry Craft Techniques
- Lesson 6: Using Basic Techniques in Opinion Writing
- Lesson 7: Using Craft Techniques in Opinion Writing

Conventions Lessons

- ☐ Adding Suffixes
- ☐ Using Conjunctions
- ☐ End Punctuation Review ☐ Combining Sentences
- Spelling Strategy (ei or ie)
- Using Commas in a Series





New Lessons Align to the Updated Georgia ELA Standards



Including:

- ✓ Varied Text Techniques
- ✓ Peer Revision Activities

Narrative

whether or i

Most school

much bette

plays soft in peaceful th

to hear the

calling tabl

of relaxation

Middle Grades

✓ Scenario-Based Writing Tasks

Students will learn to **incorporate multiple genres** into their opinion/argumentative written responses including, expository, narrative, and poetic techniques.



Poetic Techniques											
Imagery Example	Sense	Emotion									
The sky was painted with streaks of pink and orange as the sun dipped below the horizon.	Sight	calm, peaceful									
The silence in the room was shattered by the piercing scream of the fire alarm.	Sound	scared, shocked									
The blanket was soft and warm, like a hug on a cold winter night.	Touch	comforted									
The scent of freshly baked bread teased my nostrils.	Smell	hungry									
The chocolate, velvety and indulgent, melted on my	Taste	satisfied									

Narrative Techniques

An entertaining way to support your main idea is to give a story as an example to help the reader better understand. Readers love to be entertained and laugh. Use the device of humor to engage the audience.

Key Points to remember when using a story in your essay.

- It should be brief, only a few sentences.
- It should feature a sharaster
- It should always be in support of your main point.
- You can use the poetic techniques within your story to engage the reader.

Using Narrative Techniques in Writing

Lesson Overview

In this lesson, students will focus on working with basic writing techniques for narratives. Students will understand how narratives are used to engage audiences and support the main idea/claim.

Materials Needed:

- ☐ Narrative Techniques PowerPoint
- ☐ Basic Writing Techniques Reference Sheet (from previous lesson)
- ☐ Applying Writing Techniques Handout (from previous lesson)
- □ Narrative Techniques TE
- □ Pencils

Middle Grades

Teacher Directions:

- Display slide 1 in PowerPoint. Explain what a narrative is and connect the students with narratives with which they may already be familiar. Point out the main characteristics of a narrative: plot, characters, events, setting.
- Let students know that today, they will be focused on a narrative technique using humor (slide 2). Remind the students that they can use personal experiences to support their main idea, but that it should be brief and must connect the reader to the main idea.
 - Have students refer back to the Basic Writing Techniques Reference Sheet from the previous lesson and review the key points to remember when using a story in an essay on slide 3.
 - Revisit the example of a narrative technique used for the Four Corners activity from the Introduction to Writing Techniques lesson on slide 4. Point out the narrative characteristics. Review the story in the sample paragraph and point out how comparing a classmate to a frog enhances the humor.
- Slide 5—Independent Work: Provide students with the Applying Writing Techniques Handout. Remind them
 that they will be using this handout for additional lessons so they should keep it in a safe place for easy
 access and that they may refer to their Basic Writing Techniques Reference Sheet as needed.
- Using the same partners as in Lesson 2, write a brief narrative story supporting the point that students should be required to eat lunch with their teacher in their classrooms. Circulate and assist those as needed. Be prepared to share student examples.



...are used to enhance writing, engage audiences, and achieve specific purposes.



Narratives include:

- · plot
- · characters
- · events
- setting

Middle Grades

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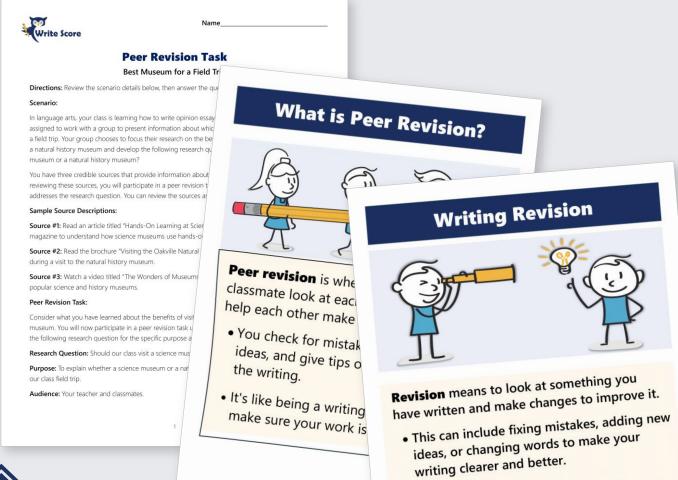
New Lessons Align to the Updated Georgia ELA Standards



Including:

- **Varied Text Techniques**
- **Peer Revision Activities**
- ✓ Scenario-Based Writing Tasks

Teachers can **introduce peer revision practices** that are similar to what students will encounter on the Milestones Assessment. Whether selecting the most appropriate sentence to add to a paragraph or identifying improvements in peer writing, teachers will have what they need to ready students to meet content standards.



• It's like taking a second look to make sure

your work is the best it can be.



Peer Revision Task – Overview

Best Museum for a Field Trip

Lesson Overview

In this lesson, students will be introduced to the concept of revision in writing. They will then review with the Materials Needed:

- Writing Revision Poster
- ☐ Peer Revision Poster
- ☐ Peer Revision Task Handout
- Peer Revision Task TE

Teacher Directions:

- 1. Display the Writing Revision Poster and explain to students what the word "revision" means. In writing, revision is the process of re-seeing one's work with a new perspective. It allows writers to make changes to the content of their writing in order to improve it. Display the Peer Revision Poster and explain to students that peer revision occurs when someone reviews another's work and helps make improvements
- 2. Explain to students that there are many different things to look for when revising a piece of writing from the overall ideas to the punctuation marks. When revising, there is often a specific goal in mind, such as making the opinion clearer or cleaning up the spelling errors. In this overview, students will be "peer editing" or revising various parts of a student's essay. The examples in this overview include three
- Purpose & Organization with topics including, but not limited to, the writing style, relationships



New Lessons Align to the Updated Georgia ELA Standards



Including:

- **Varied Text Techniques**
- **Peer Revision Activities**
- ✓ Scenario-Based Writing Tasks

Lessons for scenario-based writing tasks give students practice with synthesizing information from multiple source types to build their text.





Sharks: Helpful or Harmful?

Your class is researching marine life in preparation for a field trip to the local aquarium. As part of your field trip, you will present your research to aquarium experts, your fellow marine biologists, and your teacher.

You choose to focus your research on sharks and develop the following research question:

Are sharks more helpful or harmful to marine and human life?

Imagine you've discovered three credible sources on sharks. After you review these sources, you will answer three questions and construct a text that answers the research question. You can review the sources as often as you like. Use the Notepad tool to take notes as you read and plan for writing

- Source #1: Watch the video titled "Sharks: Protectors of the Deep," which showcases the important role that sharks play in maintaining the balance of marine ecosystems and dispels common misconceptions about these majestic creatures.
- Source #2: Read the article called "Sharks Dangerous and Helpful Ocean Creatures" which explores the different roles of sharks in the ocean
- Source #3: Check out the Infographic, Shark Facts, which includes facts about sharks.

Writing Task:

Consider what you have learned about sharks from reviewing the three sources. You will now construct an original text using your own ideas to answer the research question for the specific purpose and audience

Research Question: Are sharks more helpful or harmful to marine and human life?

Purpose: to provide and support your perspective about sharks, considering their behavior, role in the ecosystem, and interactions with humans.

Audience: aquarium experts, classmates, and teacher. Be sure to use evidence from multiple sources to fully develop the topic and support explanations in your writing. Refer to the Writer's Checklist as you write and edit your text.



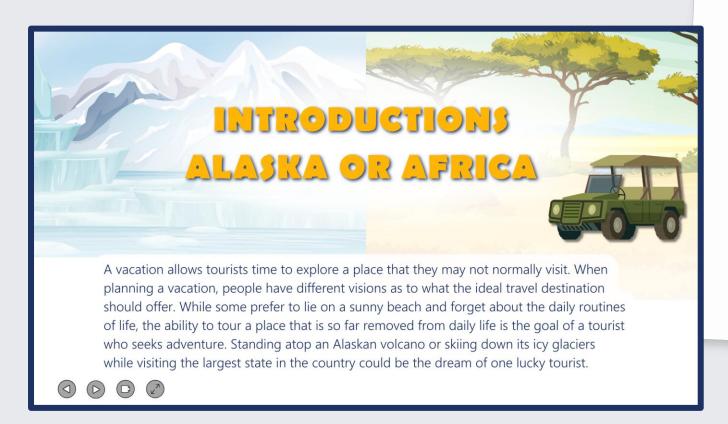
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Targeted Instruction



Targeted lessons focus on key skills like introductions, transitions, development of support, and more.

- ✓ Step-By-Step Lesson Plan Guides
- ✓ Student Activities
- ✓ Slide Presentations
- ✓ Anchor Charts & Graphic Organizers





A vacation allows

planning a vacation

should offer. Whil of life, the ability t

who seeks advent

visiting the largest

sitting in the blazing

one aspires to do. T

about or seen in the

an adventure packed traveler's list. The op experiencing varying

significance, and the l

the perfect choice for

Introductions – Alaska or	r Africa Responsa
tions: Read the essay balance	The response

Directions: Read the essay below, then respond to the questions. Imagine the text has been written on the following task:

Write to argue whether a trip to Alaska or Africa would be a better destination for an adventurous tourist to visit.



Introductions – Alaska or Africa Response Questions

Review the information below, and then, using the Alaska or Africa Response, respond to the instructions.

Quick Review – Introductions are important because they:

- Orient the reader to the topic
- Provide a road map of the essay
- Engage the reader
- Jumpstart the response

INSTRUCTIONS:

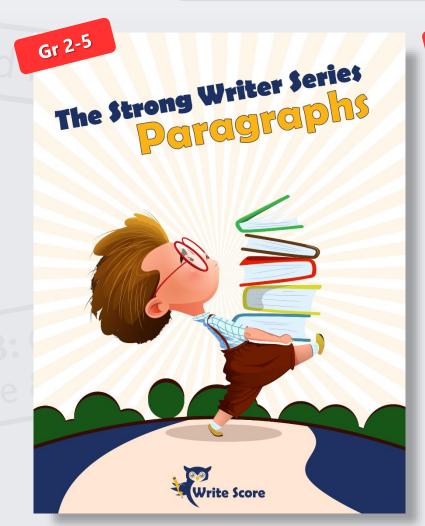
- 1. Number the paragraphs in the left-hand margin (beginning with 1).
- 2. Notice the writer's use of imagery to begin the essay. Underline the three sentences that serve as engaging imagery in the introduction.
- 3. In the introduction, find and highlight the sentence that includes the writer's overall
- 4. Put a box around the thesis statement.
- 5. Count the sentences in the introduction. How many are there?
- 6. Try rewriting this introduction from the opposite point of view: arguing for Alaska instead of Africa. Think about the five senses as you design at least three sentences of engaging imagery at the beginning of your introduction. Be sure to include an argument and thesis statement as you write the introduction in the box below.



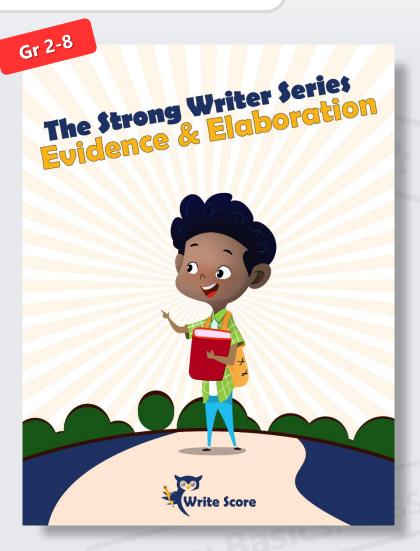
Strong Writer Series



For student needing more remedial support, our Strong Writer Series provides **multiple units of sequential, scaffolded lessons** to build the fundamental skills needed for source-based responses.





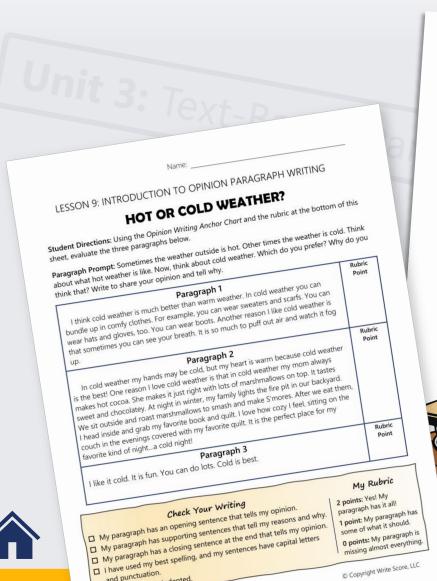




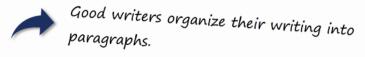
Strong Writer Series - Paragraphs (Grades 2-5)



This multi-unit lesson sequence includes organizers, student rubrics, and activities that help build the skills necessary for stronger paragraphs using strong visuals and repeated practice.



A paragraph is a group of sentences about the same topic.

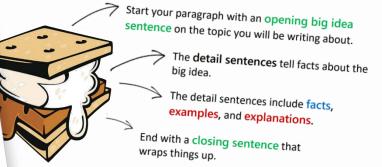


Most paragraphs have a sentence that includes the topic, detail sentences, and a closing sentence.

S'more Paragraph

ter Series: Paragraphs, Grade 5

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and punctuation.

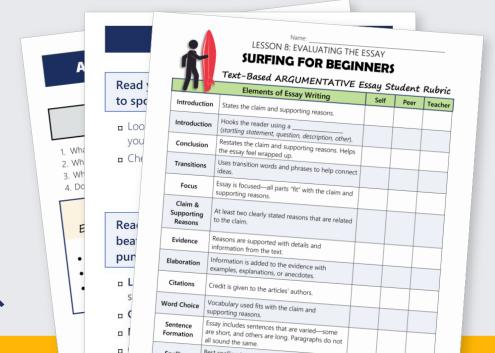


Strong Writer Series – Responses (Grades 2-12)



Work through **consecutive instructional units** moving from more teacher-assisted practice to independent writing for complete source-based responses.

- ✓ Analyzing a Writing Prompt
- ✓ Finding Supporting Evidence
- ✓ Building a Plan
- ✓ Writing an Introduction
- ✓ Adding Body Paragraphs
- ✓ Crafting a Conclusion
- ✓ Editing the Text
- ✓ Evaluating the Response





related task.



Strong Writer Series - Development of Support (Grades 2-8)



These **Development of Support lesson plan units** provide students with practice identifying, sorting, ranking, and using various types of evidence and elaborative strategies.





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THANK YOU FOR CONSIDERING WRITE SCORE!



We hope to hear from you soon! In the meantime, you may find quick answers to some of your questions here.

How can I learn more? Contact <u>sales@writescore.com</u> to set up a virtual tour. See how all the elements of Write Score work together to form a cohesive and comprehensive formative writing plan. Ask questions and explore the components that stand out most to you!

How do I get started? Contact <u>sales@writescore.com</u> for a quote. To contract, submit a signed order, purchase order, or payment. We will then work with your district to sync your rosters and give you access.

What are the Tech Requirements? Our programs are web-based and require no software downloads or installations.

What support is included? We provide one live online training session upon request, or you may use our self-guided training modules and scripts to host your own in-house training. Our customer service team is also just a phone call or email away to help you.

What is the cost? Pricing depends on enrollment size, grade levels, and assessment quantities. Request a quote here or reach out to us!

Who schedules assessments? Schools or district administrative teams select the assessment types and dates.

How do students access assessments? Unless otherwise requested, assessments are administered online. Students log in via Clever, Classlink, or a web-based portal. For K-1, paper-based options include booklets and answer sheets shipped to schools.

What grade levels are supported? Write Score serves grades K-12.



