

### **Reading-Writing Connection**

- In the Reading portion of their ELA test, students will be asked to write.
- In the Writing portion of their FSA assessment, students will be asked to read.
- Both types of responses will require the students to use text evidence from the passage.

# **FSA Writing Component**

- ELA Writing Component (One 90-minute session)
- Students will be asked to read one or more texts about similar topics.
- The text (s) will be no more than 800-1300 words combined.
- They will respond to the text based on a prompt.
- The prompt should be in an essay format and MUST use text evidence to support their response.
- The response may be either informative or an opinion.

## Two Types of Writing:

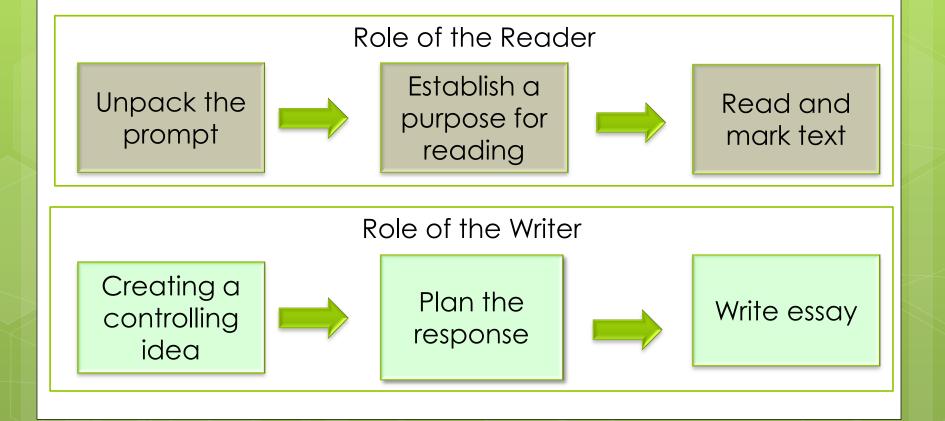
- For the informative/explanatory writing prompts, students will be required to synthesize and analyze ideas from the stimuli to develop and support a controlling idea.
- o For the opinion/argumentative writing prompts, students will be required to synthesize and analyze ideas and evidence from stimuli. They will use these ideas to present and support an opinion.

### www.fsassessments.org

Practice Tests for math, language arts, and writing...grades 3-5.



### Role of Reader + Role of Writer



### **Directions for Writing**

Manage your time carefully so that you can:

- read the passages
- plan your essay
- write your essay
- revise and edit your essay

#### Be sure to include:

- an introduction
- support for your opinion using information (text evidence) from the passages
- a conclusion that is related to your opinion

Your writing should be in the form of a **well-organized**, **multi-paragraph essay**.

## **Scoring for Writing Component**

There will be three scores per essay:

Purpose, Focus, and Organization (0-4 point rubric)

Evidence and Elaboration (0-4 point rubric)

Conventions of Standard English (0-2 point rubric)

## **Planning**

Main Idea = (the topic) + the point

Examples and details (evidence)
support (or prove) the point

#### **Outline Format**

- Introduction
- II. Main Idea=The topic + the point
  - A. Text Evidence
  - B. Text Evidence
  - C. Text Evidence
- III. Main Idea=The topic + the point
  - A. Text Evidence
  - B. Text Evidence
  - C. Text Evidence
- IV. Main Idea=The topic + the point
  - A. Text Evidence
  - B. Text Evidence
  - C. Text Evidence
- V. Conclusion

### Evidence vs. Elaboration

o Define Evidence:

Relevant pieces of text information that support the topic sentence of the body paragraph

Opening Design Desig

Explanation of the evidence and how it supports the topic sentence of the body paragraph

• Explain the difference between:

**Evidence** 

What

**Elaboration** 



All topic sentences support the controlling idea!

### Sentence Stems

### **Evidence**

In the text, it states...
According to the text, ...
In the article \_\_\_\_\_, it explains...
The author, \_\_\_\_\_, wrote...
The graphic shows...
One example from the passage is...
The author claims...

Additionally, ...

### <u>Elaboration</u>

This shows...

To clarify, ...

Clearly, ...

This proves...

Therefore, ...

Due to overwhelming evidence, ...

This illustrates...

In other words, ...

This demonstrates...

This suggests that...

# **Cloze Activity**

School lunches have offer children healthier c states,	hoices. The text
In other words,	
A few examples	•
Clearly,	·
	. Additionally,
These changes illustrate	•

### **Testing Dates**

- Field Test February 3<sup>rd</sup> and February 6<sup>th</sup>
- Writing FSA Window one day during the span of March 1<sup>st</sup> – 13<sup>th</sup>

# **Typing Club**

o launch.ocps.net



- By 3<sup>rd</sup> grade, students should be able to type a paragraph in one sitting.
- By 4<sup>th</sup> grade, students should be able to type a whole page in one sitting.

# Thank you for coming!

