

Writing Anchor Standard	State Test Genre (type of writing the students will produce)	Text Source
W1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	Argument (Opinion in K-5 standards) *Not Pro/Con - must state a claim and support it	From a piece of literature or informational text - Ex from literature: did a character make the right choice? (RL.3, RL.6) - Ex from informational: some type of evaluation or judgment (RI.3, RI.6) *Texts must support both/multiple sides of an issue
W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Literary Analysis	Analyze a piece of literature - Ex: how theme develops (RL.2), how characters interact, how one aspect of the story affects another (RL.3)
	Informational Analysis	Analyze a piece of informational text - Ex: author's claim and how it's supported (RI.8)
	Informative	Explain a concept from an informational text (RI.2, RI.3)
W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	Narrative	From a piece of literature or informational text - Ex from literature: extend a scene, change p.o.v., write a new ending (blends multiple standards) - Ex from informational: write a narrative scene from a biography, write a narrative scene as if one of the people from a historical text (blends multiple standards)

Writing Prompt: You have read ____ by _____. (Specific directions here, based on a reading standard.) Provide key details and examples from the passage to support your writing.

Your writing will be scored on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics.

Sample Prompts: Writing Standard 1

Opinion: 3rd Grade	Argument: 7th Grade
<u>Opinion</u> (W.3.1 and RI.3.2) You have read “Why are dreams whacky? Maybe to help us learn and cope” by Newsela. Should people pay attention to their dreams? Provide key details and examples from the article to support your opinion. Your writing will be scored on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics.	<u>Argument</u> (W.7.1 and RI.7.1) You have read “Do No Kill Shelters Really Benefit Animals?” by Sencer. This article ends with these questions: Which kind of shelter is the best for humanely managing the pet population? Or is there a better solution? Write an essay sharing your stance. Provide key details and examples from the article to support your writing. Your writing will be scored on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics.

Sample Prompts: Writing Standard 2

Literary Analysis: 4th Grade	Informational Analysis: English II
<u>Literary Analysis</u> (W.4.2 and RL.4.2) You have read chapter 14 from <i>Tuck Everlasting</i> by Natalie Babbitt. Determine a theme of this chapter and explain how it is conveyed through key details in the text. Provide key details and examples from the novel to support your writing. Your writing will be scored on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics.	<u>Informational Analysis</u> (W.9-10.2 and RI.9-10.8) You have read “Article” by Author. The author asserts that ***. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. Provide key details and examples from the article to support your writing. Your writing will be scored on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics.
Informative: 6th Grade	
<u>Informative</u> (W.6.2 and RI.6.2) You have read “‘Astronauts’ Return from ‘Mars’ Trip” by Newsela, about a group of astronauts who pretended to live on Mars for a year. How was this simulation like living on Mars? Provide key details and examples from the passage to	

support your writing. Your writing will be scored on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics.	
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Sample Prompts: Writing Standard 3

Narrative from Literature: 5th Grade	Narrative from Informational: 8th Grade
<u>Narrative:</u> (W.5.3 and RL.5.6) You have read chapter 16 from <i>George Washington's Socks</i> by Elvira Woodruff. Rewrite this scene from the Native American boys' point of view. Include dialogue and description to develop the event and to show the responses of the characters. Your writing will be scored on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics.	<u>Narrative:</u> (W.8.3 and RL.8.3) You have read "How World War II Empowered Women" by Annette McDermott. Write a narrative scene between a man returning from war and his wife as they adjust to life after World War II. Include ideas from the texts to support your writing. Your writing will be scored on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics.

Want to learn more? Merideth Myers, Ed.S. can come to your school to facilitate writing professional development for your ELA teachers in grades 3-8. See this [link](#) for more information or contact Merideth at merideth.myers@gmail.com.

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