

Guidance on Writing Tasks in Grades 5-EOC 2018-19 School Year

This document offers guidance for creating high-quality, text-based writing activities aligned to the standards. The activities described reflect the rigor of the tasks students will complete on the assessment.

This document provides information about the design of TNReady assessments. It is **not** intended to be used solely as an instructional resource or as a pacing guide. Districts should consult the Tennessee academic standards when making all instructional decisions, including scope and sequence. The Tennessee academic standards can be found [here](#).

Descriptions of TNReady Passages and Writing Tasks in Grade 5

Descriptions of Passages Used	
Literary Text	Informational Text
<ul style="list-style-type: none"> • Stories (e.g., adventure stories, folktales, legends, fables, realistic fiction, and myths) • Poetry • Dramas 	<ul style="list-style-type: none"> • Biographies and autobiographies • Passages about history, social studies, science, and the arts • Technical texts, including directions, forms, and information displayed in charts

Writing Mode	Literary Text	Informational Text
Opinion	<ul style="list-style-type: none"> • Students read two literary passages that are related in a meaningful way (e.g., theme, plot). • The task asks students to develop an opinion about the passages and organize reasons and evidence in support of the opinion. • The reasons and evidence should be drawn from the passages. 	<ul style="list-style-type: none"> • Students read two informational passages that are related in a meaningful way (e.g., point of view, use of evidence). • The task asks students to analyze the passages to develop an opinion and provide reasons and evidence in support of the opinion. • The reasons, information, and evidence should be drawn from the passages.

Writing Mode	Literary Text	Informational Text
Informational/ Explanatory	<ul style="list-style-type: none"> • Students read one or two literary passages. • The task asks students to examine one or more elements in the passage(s) and clearly organize and convey ideas about the passage(s). The task may ask for comparison or integration of ideas. • The ideas should be drawn from evidence within the passage(s). 	<ul style="list-style-type: none"> • Students read two informational passages that are related in a meaningful way (e.g., point of view, use of evidence). • The task asks students to examine a topic in the passages and clearly organize and convey information from the passages. The task may ask for comparison or integration of information and will often simulate a short research task. • The ideas and information should be drawn from evidence within the passages.
Narrative (Fiction)	<ul style="list-style-type: none"> • Students read one literary passage. • The task asks students to develop an imagined experience or event using effective technique, descriptive details, and clear event sequences. • The student's narrative should be based on characters and events in the passage. 	<ul style="list-style-type: none"> • Students read two informational passages. • The task asks students to develop an imagined experience or event, based on the informational texts using effective technique, descriptive details, and clear event sequences. • The student's fictional narrative should be based on the information gleaned from the passages.

Descriptions of TNReady Passages and Writing Tasks in Grades 6-8

Description of Passages Used	
Literary Text	Informational Text
<ul style="list-style-type: none"> • Stories (e.g., adventure stories, historical fiction, science fiction, realistic fiction, parodies, and satire) • Poetry • Dramas 	<ul style="list-style-type: none"> • Biographies, autobiographies, and memoirs • Journalism, essays, and opinion pieces • Speeches • Passages about history, social studies, science, and the arts • Historical, scientific, and technical texts

Writing Mode	Literary Text	Informational Text
Argument	<ul style="list-style-type: none"> • Students read two literary passages that are related in a meaningful way (e.g., theme, plot). • For argument, the task asks students to develop one or more claims about the passages and organize reasons and evidence in support of the claim(s). • The reasons and evidence should be drawn from the passages. 	<ul style="list-style-type: none"> • Students read two informational passages that are related in a meaningful way (e.g., point of view, use of evidence). • For argument, the task asks students to analyze the passages to develop one or more claims and provide reasons and evidence in support of the claim(s). • The reasons, information, and evidence should be drawn from the passages.
Informational/ Explanatory	<ul style="list-style-type: none"> • Students read two literary passages that are related in a meaningful way (e.g., theme, plot). • The task asks students to examine a topic in the passages and clearly organize and convey ideas about the passages. The task may ask for comparison or integration of a topic or ideas. • The ideas should be drawn from evidence within the passages. 	<ul style="list-style-type: none"> • Students read two informational passages that are related in a meaningful way (e.g., point of view, use of evidence). • The task asks students to examine a topic in the passages and clearly organize and convey information from the passages. The task may ask for comparison or integration of information and will often simulate a short research task. • The ideas should be drawn from evidence within the passages.

Writing Mode	Literary Text	Informational Text
<p>Narrative (Fiction)</p>	<ul style="list-style-type: none"> • Students read one literary passage. • The task asks students to develop an imagined experience or event using effective technique, descriptive details, and clear event sequences. • The student's narrative should be based on characters and events in the passage. 	<ul style="list-style-type: none"> • Students read two informational passages. • The task asks students to develop an imagined experience or event, based on the informational texts using effective technique, descriptive details, and clear event sequences. • The student's fictional narrative should be based on the information gleaned from the passages.

Descriptions of TNReady Passages and Writing Tasks in High School

Description of Passages Used	
Literary Texts	Informational Text
<ul style="list-style-type: none"> • Stories (e.g., adventure stories, historical fiction, science fiction, realistic fiction, parodies, and satire) • Poetry • Dramas 	<ul style="list-style-type: none"> • Biographies, autobiographies, and memoirs • Journalism, essays, and opinion pieces • Speeches • Passages about history, social studies, science, and the arts • Historical, scientific, and technical texts • Images

Writing Mode	Literary Text	Informational Text
Argument	<ul style="list-style-type: none"> • Students read two literary passages that are related in a meaningful way (e.g., theme, plot). • For argument, the task asks students to develop one or more claims about the passages and organize reasons and evidence in support of the claim(s). • The reasons and evidence should be drawn from the passages. 	<ul style="list-style-type: none"> • Students read two to three informational passages that are related in a meaningful way (e.g., point of view, use of evidence). • For argument, the task asks students to analyze the passages to develop one or more claims and provide reasons and evidence in support of the claim(s). • The reasons, information, and evidence should be drawn from the passages.
Informational/ Explanatory	<ul style="list-style-type: none"> • Students read two literary passages that are related in a meaningful way (e.g., theme, plot). • The task asks students to examine a topic in the passages and clearly organize and convey ideas about the passages. The task may ask for comparison or integration of a topic or ideas. • The ideas should be drawn from evidence within the passages. 	<ul style="list-style-type: none"> • Students read two to three informational passages that are related in a meaningful way (e.g., point of view, use of evidence). • The task asks students to examine a topic in the passages and clearly organize and convey information from the passages. The task may ask for comparison or integration of information and will often simulate a short research task. • The ideas and information should be drawn from evidence within the passages.

Writing Mode	Literary Text	Informational Text
<p>Narrative (Fiction)</p>	<ul style="list-style-type: none"> • Students read one literary passage. • The prompt asks students to develop an imagined experience or event using effective technique, descriptive details, and clear event sequences. • The student's narrative should be based on characters and events in the passage. 	<ul style="list-style-type: none"> • Students read two to three informational passages. • The task asks students to develop an imagined experience or event, based on the informational text using effective technique, descriptive details, and clear event sequences. The student's fictional narrative should be based on the information gleaned from the passage.

Descriptions of Writing Modes

Opinion/Argument

Opinion writing is a precursor to argumentation. In grades K-5, the term “opinion” is used to refer to the developing form of argument.

- Opinion writing clearly articulates a position on a topic and supports the position with reasons and evidence from text.
- Opinion writing does not necessarily seek to change the reader’s mind; however, opinions make the position and intent clear to the audience.
- In grades K-5, students develop a variety of methods to extend and elaborate their position by providing examples, offering reasons for their assertions, and explaining cause and effect, which are steps on the road to argument.

Argumentative writing is expected in grades 6-12.

- Arguments are reasoned, logical ways of demonstrating that the writer’s position, belief, or conclusion is valid.
- Arguments are used to try to change the reader’s point of view or to bring about some action on the part of the reader. Alternately, arguments may ask the reader to accept the writer’s explanation or evaluation of literary or informational texts, concepts, issues, or problems. Students make claims and defend their interpretations or judgments with evidence from the text.

A note on persuasive writing:

- Argumentation is different from persuasion. When writing to persuade, writers use a variety of persuasive strategies, like appealing to the credibility, character, or authority of the writer or appealing to the readers’ emotions.
- A logical argument, in contrast, convinces the audience because of the reasonableness of the claims and evidence offered rather than emotion.

Informational/Explanatory

Although information is provided in both arguments and explanations, the two types of writing have different aims:

- *Arguments make a claim(s) and use logic, reason, and evidence to convince the reader of the validity of the claim(s).*
- *Explanations, in contrast, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him/her to ask for a certain point of view. In short, arguments are used for persuasion and explanations for clarification.*
- Informational/explanatory writing integrates information and conveys it accurately.
- Informational/explanatory writing intends to help readers better understand a procedure or process or to provide readers with an enhanced comprehension of a subject.
- Students develop a focused idea or thesis throughout their writing.

Narrative

- Narrative writing conveys a vivid picture of an experience, either real or imaginary, and uses time as its structure.
- Narratives can take the form of creative fictional stories, memoirs, and anecdotes.
- Over time, students learn to provide visual details of scenes, objects, or people; to depict specific actions; to use dialogue and interior monologue that provide insight into the narrator’s and characters’ personalities and motives; and to manipulate the pace to highlight the significance of events and create tension and suspense.