

7TH GRADE ELA

FRIDAY, MARCH 29TH

1. Bees Evidence (title & date)...practice ELABORATION
2. Owning the FSA 😊 my version of a pep talk!
3. A few last minute tips from the state...

Bees Evidence.. (title & Date)

I found it, YOU elaborate it!

- According to *Flies Bugging Bees*, “One-third of the nation’s diet benefits from honeybee pollination of food crops.” **This means...**
further the evidence with your thoughts & writing!
- In *More Bees, Please*, the author referenced a report that showed “...herbicides kill off weeds that are useful for wild pollinators.” **If we continue...**
- *The Buzz About Bees* quotes farmer Tony Davis, “I don’t think I could hand-pollinate all these plants.”
When farmers are unable to hand-pollinate...

whip

beat

defeat

dominate

wallop

quell

master

blow away

trash

trounce

clobber

triumph over

vanquish

annihilate

smash

crush

HOW TO OWN THE FSA WRITING TEST

TEST FORMAT - 7th/8th Grade

- computer-based

The screenshot shows a digital test interface. At the top, there are navigation buttons: BACK, NEXT, HOME, PAUSE, and END TEST. On the right side, there are buttons for TIME REMAINING, SHOW QTL, and SHOW M. Below these is a browser address bar with a URL in reverse. The main content area is divided into two columns. The left column contains a reading passage titled "Goofs and Great Inventions" with a sub-heading "Lost Cities, Lost Treasure". The passage consists of four numbered paragraphs. The right column contains an essay prompt: "It's no secret that sometimes great discoveries come as a result of really big mistakes. But are they always worth the problems they cause? Sometimes the mistakes lead to greatness, and sometimes they lead to disaster. Are mistakes key to making discoveries? Write an essay in which you take a position on whether or not mistakes are a key part of discovery. Use the information presented in the passages to support your points. Make sure to include information from all the passages in your essay." Below the prompt are instructions: "Manage your time carefully so that you can" followed by a bulleted list: "read the passages; plan your essay; write your essay; and revise and edit your essay." Another instruction says "Be sure to" followed by a bulleted list: "include a claim; address counterclaims; use evidence from multiple sources; and avoid overly relying on one source." The final instruction is "Your written response should be in the form of a multiparagraph essay. Remember to spend time reading, planning, writing, revising, and editing." Below this is a text entry box with a rich text editor toolbar containing buttons for Bold, Italic, Underline, Text Color, Background Color, Bulleted List, Numbered List, Indent, Outdent, Undo, Redo, and a link icon.

Goofs and Great Inventions

Lost Cities, Lost Treasure

1 In 1871, an adventurer named Heinrich Schliemann started digging in the ground of a Turkish city, seeking the lost land of Troy. Schliemann, a businessman and scholar, was born in Germany in 1822. As a young man he dreamed of discovering the treasures of the ancient world, and even made a plan for it when he was nine years old.

2 His youthful sense of adventure eventually brought him to California, where he made a fortune in the gold rush. With his profits, he began his second career in archaeology.

3 Archaeology was still a young science in the 1800s. In fact, it was hardly a science at all. The promise of treasure and adventure in foreign lands attracted people like Schliemann. Like a lot of treasure hunters, Schliemann was smart, curious—and hungry for gold or fame. On the other hand, he loved ancient cultures, especially Greek culture. He loved learning and traveling. By the end of his life, he spoke 13 languages, including his native German. He loved Greek history and culture so much that he and his wife Sophia named their children Agamemnon and Andromache.

4 There was another, less likeable side to Schliemann. He has been described as a trickster who didn't always tell the truth. He was known for changing or making up details in his stories of discovery. He wrote a thrilling account of his experience in the San Francisco fire of 1849—even though he was nowhere near San Francisco at the time. And as much as he loved antiquities and learning, his love of attention and money were equally strong. They may have been too strong in the end.

It's no secret that sometimes great discoveries come as a result of really big mistakes. But are they always worth the problems they cause? Sometimes the mistakes lead to greatness, and sometimes they lead to disaster. Are mistakes key to making discoveries?

Write an essay in which you take a position on whether or not mistakes are a key part of discovery. Use the information presented in the passages to support your points. Make sure to include information from all the passages in your essay.

Manage your time carefully so that you can

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

Be sure to

- include a claim;
- address counterclaims;
- use evidence from multiple sources; and
- avoid overly relying on one source.

Your written response should be in the form of a multiparagraph essay. Remember to spend time reading, planning, writing, revising, and editing.

Type your answer in the space provided.

TYPES OF FSA WRITING TEST ESSAYS

- Argumentative – writing to explain different points of view on a topic
- Informative – writing to explain to an audience that doesn't know anything about the topic
- You should feel confident in analyzing the prompt at this point...just don't forget to do it!

GENERAL ESSAY FORMAT

Introduction



3 Body Paragraphs

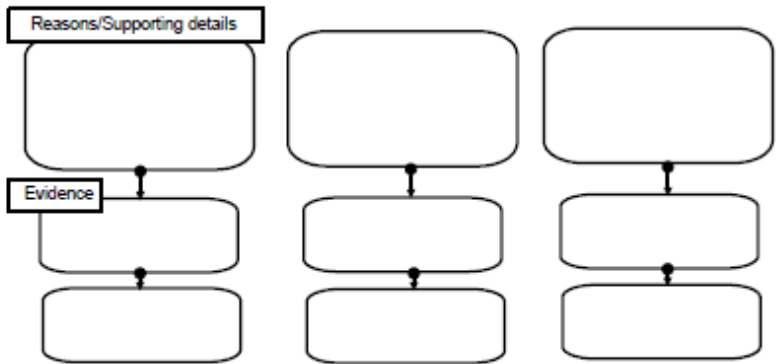


Conclusion

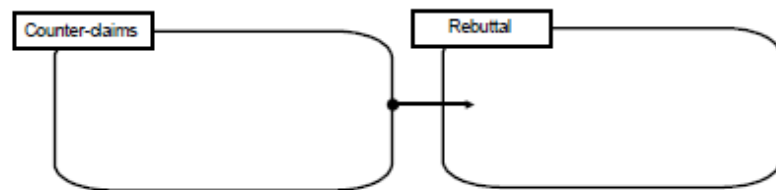
ARGUMENTATIVE ESSAY FORMAT

1. As in any essay, the first paragraph of your argumentative essay should contain a brief explanation of your topic, some background information, and a thesis statement. In this case, your thesis will be a statement of your position on a particular controversial topic. You are making a claim!

2. Support your claim with more than one supporting reason - in logical order. Next, give evidence to support your reasons.



3. Make at least one (1) counter-claim (the other side of the argument).
4. Next, provide facts or examples to refute it (make a rebuttal).



5. Provide a concluding statement that calls the audience to take action.

Introduction

- Background info
- CLAIM/THESIS

Body Paragraphs

- cite evidence in each
- elaborate in each

COUNTER-CLAIM/ REBUTTAL (7TH & 8TH ONLY)

Conclusion

- reword claim/thesis
- add insight

INFORMATIVE ESSAY FORMAT

Name _____ Class Period _____ Date _____

Five Paragraph Essay Planner

Introductory Paragraph (engage the reader's interest and tell what your essay will be about):

2nd Paragraph (supporting details and examples):

3rd Paragraph (supporting details and examples):

4th Paragraph (supporting details and examples):

Concluding Paragraph (summarize, restate, and leave a parting thought):

Introduction

- Background information
- Controlling idea statement/THESIS

Three Body Paragraphs

- cite evidence in each
- elaborate in each

Conclusion

- reword thesis statement
- Summarize key points

DETERMINE WHAT ORGANIZATIONAL STRUCTURE IS BEST FOR THE PROMPT/TASK

Types of Organizational Structures:

- cause/effect
- problem/solution
- compare/contrast
- chronological order
- order of importance
- problem/solution
- main idea and supporting details



While you read...

- Pay attention to titles of all passages
- Pay attention to headings & subheadings
- Read all of the text sources and **find similar evidence in multiple sources**
- Locate and use domain-specific vocabulary
- Signpost/Interact with the text while reading

PLANNING AND WRITING

- Use the planning page to plan your essay – use PEEL for each body paragraph
(remember restating is NOT elaborating!)
- ONLY USE INFORMATION FROM THE TEXTS
- Spend about 10 minutes planning & then WRITE!

★ PACE YOURSELF ★
TO FINISH THE ESSAY ON TIME

CITING EVIDENCE IS CRITICAL



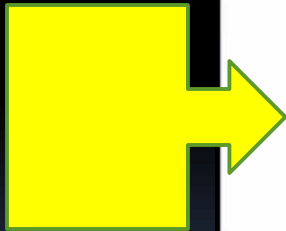
Citation of sources is expected. If a student does not use a **DIRECT QUOTE OR PARAPHRASE** from a source, they cannot make higher than a 2 out of 4 on Evidence.



Citing Evidence – Grades 6 - 11


Informal citations are acceptable.

- Title of article, passage
- Author's name
- Paragraph number
- Direct quotation with tag line






Cite your Sources!

- Whenever you write the EXACT words from a text on your essay, you MUST put ALL the words within quotation marks & provide a citation.
 - TIP: After you read a text, close it. Then summarize, paraphrase, analyze and synthesize using your own words.
- 



TIPS:

- Do not assume your audience has read the texts
 - Do not assume your audience knows the topic well
 - Cite evidence from multiple sources.
 - Include “titles” of the sources
- 

NO ANALYSIS =



- You must move beyond simple summarization/restatement of sources.
- You must analyze and synthesize the texts.
- Further the evidence through your elaborations...


MORE TIPS



- Use formal, academically appropriate language
- Use technical language and domain-specific vocabulary from the text to make your writing more specific and believable
- Use a variety of mature transitions – don't use 1st, 2nd, or 3rd & definitely no "in conclusion"



MORE TIPS

- Do not use emoticons :(
 - Do not use text talk (lol, rotfl)
 - Do not use slang
 - Do not use vague words (stuff, thing)
 - **USE ALL CAPS FOR EMPHASIS sparingly!!**
- 



YOU OWN THIS TEST!

YOU ARE READY



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

**FSA English Language Arts Updates
CLAS
Spring 2018**

Racquel Harrell, ELA Content Specialist

Gretchen Sims, ELA Content Specialist

Test Development Center

May 2018

www.FLDOE.org

FSA ELA Writing Observations

- **Patterns from many lower-level responses**
 - Controlling idea simple/partial restatement of the prompt
 - Three-pronged thesis using main idea of paragraphs from passage(s) leading to . . .
 - Summary without elaboration
 - Argumentation without settling on a side—“So what do you think?”
 - Random details from the passages; irrelevant information
 - Overuse of copied text
 - Conventions—often copied text and original writing with numerous errors

Observations—Continued

- **Patterns from many higher-level responses**
 - **Demonstrate awareness** of the big picture
 - **Synthesis** of texts to show conceptual understanding—student controls info
 - Purposeful selection of relevant details from text to tie to the controlling idea
 - Counterclaim fully addressed throughout (instead of one paragraph)
 - Elaboration that furthers textual evidence—used to make the point
 - Conventions—controlled overall

Writing Reminders

- “Plop and drop” evidence is not effective.
- Discernment = choosing relevant evidence that supports the controlling idea/main point.
- When the passage set includes a number, statistic, or list, many students seem COMPELLED to use as evidence—even when it doesn’t connect to the student’s controlling idea.
- Use of overblown expressions or trivial rhetorical questions weakens the tone.

Writing Reminders

- Integration of insight, evidence, and elaboration are key elements in text-based writing.
- Ineffective development equals ALL summary with little or no elaboration to connect to the controlling idea.
- “What it says; what it means; why it matters” strategy *may* improve the response IF
 - actual phrases aren’t used repeatedly throughout the essay; or
 - “what it means” is not just a translation that adds nothing.
- Relevant, insightful anecdotes often strengthen the response, while generic, unimportant “one time when” anecdotes may weaken the development.

Writing Reminders to Students

- Read the prompt carefully! What is the true intent of the prompt?
- Read the passage set carefully.
- Think carefully about the passage set; take notes.
- Think about the purpose, audience, and task.
- **Reread** the prompt.
- PLAN the response.
- DRAFT, reread, revise/edit.

Citing Evidence—Grades 6–10

Because resources are not available and the assessment is timed, informal citations are acceptable in terms of the scoring criteria.

- Title of article, passage, source number
- Author's name
- Paragraph number
- Direct quotation with tag line to attribute the source material
- Reminder: A copied quotation or a reference to a person or entity within the text without attribution to the actual source does not count as a citation.

Writing Reminders—Evidence

- Grades 6–10—CITE evidence! (Though full citation is not required for Grades 4 and 5, some students are already doing this!)
- “Clunky” citations bog down fluency.
 - In Source 1, Paragraph 4, author Carl Hiaasen says . . .
- Author’s name in parentheses with source number or paragraph number seems less cumbersome, e.g., (Hemingway, Source 1) OR (Hemingway, 12).

What Constitutes a “Copy” Score?

To qualify as scorable, a student must give a controlling idea, a reason, and a little bit more.

- The response demonstrates **no original thought**.
- Often the introduction is the prompt followed by a three-pronged thesis of copied phrases from text.
- Each paragraph may have transition words, but followed only by direct copy from texts.
- A few words may be substituted but usually only basic synonyms are used (i.e., “wrong” used instead of “incorrect”).

Grade 8 2018 ELA Writing

Grade 8 Scoring Sampler Student Response (Copy)

Machu Picchu is significant as a travel destination because it is a place of historical interest. Despite the mysteries surrounding it, Machu Picchu is recognized as one of the world's great archaeological wonders. Thousands of visitors call it the "city in the clouds" because they are fascinated by its breathtaking natural setting. They come to look, to reflect, and to wonder. The city's lasting beauty comes from the careful blending of its striking architecture with its mountaintop environment.

Prompt

S1, p7

Copied

The response consists primarily of copied text and does not contain sufficient original writing to demonstrate understanding of the source materials or task. This results in condition code "G" for "Copied," which becomes an earned 0. A controlling idea is constructed in the first paragraph (*Machu Picchu is significant as a travel destination because it is a place of historical interest*) by rearranging language from the prompt. For the most part the response follows the source material in order, with the first paragraph coming from source 1, and the second, third, and fourth paragraphs from source 2. A combination of source material is present, with a statement from source 1 in paragraph 2 (*Despite the mysteries . . .*) and a mix of prompt language and source material beginning each body paragraph (*Machu Picchu is significant is it is a historic sanctuary, Machu Picchu is significant is because it is the most attractive mountainous territory . . ., Machu Picchu is a place of historical interest is that it is a world renowned archaeological site*). Prompt language is also woven into paragraphs 4 and 5 (*Machu Picchu is a place of historical interest, significant as a travel destination*), but without original writing to extend or support the statements copied from the sources, the rubric cannot be applied.

Although some words or phrases have been changed (e.g., *construction* to *building*, *amazing* to *awesome*) or added (e.g., *call it the, because they are, They* in paragraph 1), the response is still too close to the source material to demonstrate original writing. Some transitions (e.g., *The first reason, The second reason*) and citations (e.g., *As stated in source 2; According to Source 2: Historic Sanctuary of Machu Picchu by the United Nations Educational, Scientific, and Cultural Organization (UNESCO)*) are present, but these additions do not extend or support the statements copied from the sources.

Machu Picchu is significant is it is a historic sanctuary. As stated in source 2, "Embedded in a high-altitude landscape at the meeting point between the Peruvian Andes and the Amazon Basin, the archaeological site of Machu Picchu is among the greatest artistic, architectural and land use legacies of the Inca civilization. It was built in the 15th century and was abandoned when the Inca Empire was conquered by the Spaniards in the 16th century. Despite the mysteries surrounding it, Machu Picchu is recognized as one of the world's great archaeological wonders. It was not until 1911 that the archaeological complex was discovered and brought to the outside world.

Prompt

S2, p10

S2, p10

S1, p7

Machu Picchu is significant is because it is the most attractive mountainous territory in the world. According to Source 2: *Historic Sanctuary of Machu Picchu* by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), "Machu Picchu stands 2,430 meters above sea level in the midst of a tropical mountain forest in an extraordinarily beautiful setting." The natural setting of Machu Picchu, on the eastern slopes of the Andes, encompasses the upper Amazon basin with its rich diversity of ecosystems and biodiversity.

Prompt

S2, p11

S2, p10

Machu Picchu is a place of historical interest is that it is a world renowned archaeological site. The building of this awesome city, set out according to a very rigorous plan, is one of the most spectacular creations of the Inca Empire.

Prompt

S2, p12

In conclusion, Machu Picchu is significant as a travel destination.

Prompt

YOU ARE READY FOR THIS TEST!!

**PLEASE REVIEW YOUR WRITING
NOTES IN YOUR COMPOSITION
BOOK OVER THE WEEKEND.
NOTES INCLUDE INFORMATION
FROM FEBRUARY 13TH -MARCH 29TH**

I KNOW YOU'LL MAKE ME PROUD

