Evaluating and Improving Student Writing
Examining the Informative/Explanatory Essay in Grades 3-HS
Objectives

• Review Georgia Standards of Excellence aligned to the Informative/Explanatory Essay Item
• Discuss key terms associated with Informative/Explanatory writing
• Explore the Georgia Milestones English Language Arts scoring philosophy and characteristics of the Informative/Explanatory Essay Item
• Navigate the resources aligned to the Informative/Explanatory Essay Item:
  • Writer’s Checklist
  • Seven-Point, Two-Trait Rubric
• Explore the presentation of the Informative/Explanatory Essay Item
• Analyze student exemplars aligned to the Informative/Explanatory Essay Item
Extended Writing-Response item

Georgia Standards of Excellence alignment
Georgia Milestones

Assessment of the Georgia Standards of Excellence

The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative assessment that measures how well students have learned the knowledge and skills outlined in the state-adopted content standards.

The extended writing-response item on the ELA test assesses a student’s ability to write an opinion, argumentative, or informative/explanatory text. This presentation will focus on Informative/Explanatory writing. The expectation to write Informative/Explanatory essays is reflected in standard ELAGSEW2 across all grades.

<table>
<thead>
<tr>
<th>Grades 3-5</th>
<th>Grades 6-8</th>
<th>Amer. Lit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELAGSEW2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
<td>ELAGSEW2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
<td>ELAGSE11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</td>
</tr>
</tbody>
</table>
# Georgia Standards of Excellence

**ELAGSEW2: Write Informative/Explanatory Essays**

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</td>
<td>a. Introduce a topic <strong>clearly</strong> and group related information <strong>in paragraphs and sections</strong>; include <strong>formatting</strong> (e.g., <strong>headings</strong>), illustrations, and <strong>multimedia</strong> when useful to aiding comprehension.</td>
<td>a. Introduce a topic clearly, <strong>provide a general observation and focus</strong>, and group related information <strong>logically</strong>; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</td>
</tr>
<tr>
<td>b. Develop the topic with facts, definitions, and details.</td>
<td>b. Develop the topic with facts, definitions, concrete details, <strong>quotations</strong>, or other information and examples related to the topic.</td>
<td>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
</tr>
<tr>
<td>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</td>
<td>c. <strong>Link ideas within categories of information</strong> using words and phrases. (e.g., another, for example, also, because).</td>
<td>c. Link ideas within <strong>and across</strong> categories of information using words, phrases, and <strong>clauses</strong> (e.g., in contrast, especially).</td>
</tr>
<tr>
<td>NA</td>
<td>d. <strong>Use precise language and domain-specific vocabulary</strong> to inform about or explain the topic.</td>
<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
</tr>
<tr>
<td>d. Provide a concluding statement or section.</td>
<td>e. Provide a concluding statement or section related to the information or explanation presented.</td>
<td>e. Provide a concluding statement or section related to the information or explanation presented.</td>
</tr>
</tbody>
</table>
## Georgia Standards of Excellence

### ELAGSEW2: Write Informative/Explanatory Essays

<table>
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<tr>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Amer. Lit</th>
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</thead>
<tbody>
<tr>
<td>a. Introduce a topic, organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</td>
<td>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</td>
<td>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</td>
<td>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</td>
</tr>
<tr>
<td>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</td>
<td>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</td>
<td>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</td>
<td>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</td>
</tr>
<tr>
<td>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</td>
<td>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</td>
<td>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</td>
<td>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</td>
</tr>
<tr>
<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
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<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</td>
</tr>
<tr>
<td>e. Establish and maintain a formal style.</td>
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<td>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
</tr>
<tr>
<td>f. Provide a concluding statement or section that follows from the information or explanation presented.</td>
<td>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</td>
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Georgia Standards of Excellence

ELAGSEL1 and L2: Demonstrate command of conventions

The extended writing-response item also assesses a student’s ability to demonstrate command of conventions in writing. This expectation is reflected in standards ELAGSEL1 and ELAGSEL2 across all grade levels.

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<tr>
<td><strong>ELAGSEL1</strong>: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</td>
<td><strong>ELAGSEL1</strong>: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td><strong>ELAGSEL11-12L1</strong>: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td><strong>ELAGSEL2</strong>: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</td>
<td><strong>ELAGSEL2</strong>: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td><strong>ELAGSEL11-12L2</strong>: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
</tbody>
</table>

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart in the Appendix for those standards that need continued attention beyond the grade in which they were introduced.
The Informative/Explanatory Essay

Key Terms
Georgia Standards of Excellence

Informative/Explanatory Writing Key Terms

An informative/explanatory essay examines a topic and conveys ideas, concepts, and information through the selection, organization, and analysis of relevant information. When students develop their topic, they should use relevant, well-chosen facts, definitions, concrete details, quotations, and other information and examples.
Georgia Standards of Excellence

Informative/Explanatory Writing Key Terms

An **introduction** is the beginning of a piece of writing. The introduction should let readers know what they will be reading about, and it should set up the main idea, or thesis, of the writing.
Extended Writing-Response

Informative/Explanatory Writing Key Terms

The introduction should reveal the **topic** to the reader and set up the **main idea**, or thesis, of the writing. The topic tells what a piece of writing is about, and the main idea includes the topic and establishes the purpose for the writing.
Organization refers to the way in which a piece of writing is structured. In writing, the organization helps present ideas and information more clearly. Similar ideas and illustrations should be grouped together, and the order of the information should make sense. Good writers use transitions to organize information and structure their texts to match their purpose and audience.
Extended Writing-Response

Informative/Explanatory Writing Key Terms

Relationships are the ways in which ideas are connected. Writing should use words, phrases, and clauses to clarify the relationships between claims and reasons. Cohesion refers to the flow of sentences and paragraphs from one to another. Old and new information is tied together using transitions to help the reader understand how the ideas and concepts within the text are related to each other.
Extended Writing-Response
Informative/Explanatory Writing Key Terms

A bird was on the ground. A robin landed on the grassy field.

Good writers choose their words carefully and use precise language. Specific and vivid words and phrases describe or explain and make meaning clear. The sentence A bird was on the ground is very general and does not use precise language. However, that sentence could be rewritten using more specific nouns and verbs: A robin landed in the grassy field.
The **concluding statement** is the end of a piece of writing. The concluding statement should sum up the main purpose of the writing and provide an overall takeaway for the reader.
Extended Writing-Response

Key Terms aligned to Informative/Explanatory Writing

• Access the Georgia Milestones Study/Resource Guide for Students and Parents by Grade at the following link: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Milestones_Resources.aspx

• Students have access to the important Informative/Explanatory terms necessary for student success.
Extended Writing-Response Item:
Informative/Explanatory Essay
The Writer’s Checklist and the Seven-Point, Two-Trait Rubric
# Extended Writing Response

## Accompanying Resources

<table>
<thead>
<tr>
<th>The Writer’s Checklists</th>
<th>The Seven-Point, Two-Trait Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acts as a quick guide for students to monitor their individual writing effort during writing</td>
<td>Acts as a guide for student self-reflection during writing conferences after writing</td>
</tr>
<tr>
<td>Provides a broad overview of student expectations aligned to the grade level standards</td>
<td>Provides a consistent scoring process aligned to the writing expectations in the standards</td>
</tr>
<tr>
<td>May be used as a writing tool throughout the year when administering both formative and summative writing assessments</td>
<td>May be used as an evaluation tool in the classroom throughout the year when promoting peer editing and when evaluating formative and summative writing assessments</td>
</tr>
<tr>
<td><strong>IS available</strong> to students during the assessment</td>
<td><strong>IS NOT available</strong> to students during the assessment. <strong>IS available</strong> to readers to score student responses</td>
</tr>
</tbody>
</table>
Writing Task & Writer’s Checklist

**Grade 4**

**Writing Task**

Movies from the late 1800s and early 1900s are very different from movies that can be seen and heard today. Movies made in the late 1800s and early 1900s did not have sound.

Think about the ideas in the two passages. Then write an informational/explanatory essay explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write your informational/explanatory essay.

**Writer’s Checklist**

- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
- Use information from the two passages so that your essay includes important details.
- Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
- Identify the passages by title or number when using details or facts directly from the passages.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages. 7/17/20
- Use linking words to connect ideas.
- Use clear language and vocabulary.
- Provide a conclusion that supports the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your informational/explanatory essay on your answer document. Refer to the Writer’s Checklist as you write and proofread your essay.

**Grade 8**

**Writing Task**

There are different approaches to brainstorming when a group gets together to solve problems. Some people believe that working as a group can give people opportunities they otherwise would not have, but there can be problems with this process.

Write an informational/explanatory essay explaining what leaders should consider to encourage successful group problem solving.

Be sure to use information from BOTH passages in your informational/explanatory essay.

**Writer’s Checklist**

- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
- Use information from the two passages so that your essay includes important details.
- Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
- Identify the passages by title or number when using details or facts directly from the passages.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages. 7/17/20
- Use appropriate and varied transitions to connect ideas and to clarify the relationships among ideas and concepts.
- Use clear language and vocabulary.
- Establish and maintain a formal style.
- Provide a conclusion that supports the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your informational/explanatory essay on your answer document. Refer to the Writer’s Checklist as you write and proofread your essay.
Writing Task & Writer’s Checklist

Grade 4

WRITING TASK

Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an informational/explanatory essay explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an informational/explanatory essay.

Writer’s Checklist

Be sure to:

• Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
• Use information from the two passages so that your essay includes important details.
• Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
• Identify the passages by title or number when using details or facts directly from the passages.
• Develop your ideas clearly and use your own words, except when quoting directly from the passages.
• Use linking words to connect ideas.
• Use clear language and vocabulary.
• Provide a conclusion that supports the information presented.
• Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your informational/explanatory essay on your answer document. Refer to the Writer’s Checklist as you write and proofread your essay.
Scoring the Opinion Essay Item

Characteristics Two-Trait Scoring Rubric

The Two-Trait Scoring Rubric

- The two assessed traits are:
  - Trait 1: Idea Development, Organization, and Coherence (DOC).
  - Trait 2: Language, Usage, and Conventions (LUC).
- The two traits have separate scoring scales:
  - Trait 1: DOC score ranges from one to four
  - Trait 2: LUC score ranges from one to three
- Each trait is scored holistically, and scores are reported based on standard alignment. DOC contributes to the student’s Writing score and LUC contributes to the student’s Language score.
- Scorer or reader must determine the criteria and associated point value for each trait that best represents the student’s work.
- The scorer looks for what the student did well, aligns the student work to the proper point criteria, and then determines a final score based on where the preponderance of the evidence lies.
The Extended Writing-Response
Georgia Milestones Assessment Scoring Philosophy

- Students’ responses are to be viewed as **first drafts**;
- Students are awarded credit for what they do well; and
- Students **are not penalized** for errors unless the errors permeate the response and impact or interfere with overall understanding.
Seven-Point, Two-Trait Rubric: Grade 8

Writing Trait Description

Trait 1: Idea Development, Organization, and Coherence

This trait examines the writer’s ability to effectively establish a controlling idea, support the idea with evidence from the texts read, and elaborate on the idea with examples, illustrations, facts, and other details. The writer must integrate the information from the texts into his/her own words and arrange the ideas and supporting evidence from the texts read in order to create cohesion for an informative/explanatory essay.
Seven-Point, Two-Trait Rubric: Grades 8

Writing Trait Description

Trait 2: Language, Usage, and Conventions

This trait examines the writer’s ability to **demonstrate control of sentence formation, usage, and mechanics** as embodied in the grade-level expectations of the language standards.

<table>
<thead>
<tr>
<th>Trait</th>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| Language Usage and Conventions | 3      | - The student’s response demonstrates full command of language usage and conventions.  
- Effectively varies sentence patterns for meaning, reader/listener interest, and style  
- Shows command of language and conventions when writing  
- Any errors in usage and conventions do not interfere with meaning |
|                           | 2      | - The student’s response demonstrates partial command of language usage and conventions.  
- Varies some sentence patterns for meaning, reader/listener interest, and style  
- Shows some knowledge of language and conventions when writing  
- Has minor errors in usage and conventions with no significant effect on meaning |
|                           | 1      | - The student’s response demonstrates weak command of language usage and conventions.  
- Has fragments, run-ons, and/or other sentence structure errors  
- Shows little knowledge of language and conventions when writing  
- Has frequent errors in usage and conventions that interfere with meaning |
|                           | 0      | - The student will receive a code for various reasons:  
- Blank  
- Copied  
- Too Limited to Score/Ineligible/Incomprehensible  
- Non-English/Foreign Language  
- Off Topic/Off Task/Offensive |

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart for those standards that need continued attention beyond the grade in which they were introduced.*
Seven-Point, Two-Trait Rubric: Grade 8

The Scoring Criteria: Trait 1

Trait 1: Score Point 4

- The student’s response is a **well-developed** informative/explanatory text that **examines a topic in depth and conveys ideas and information clearly** based on text as a stimulus.

Trait 1: Score Point 3

- The student’s response is a **complete** informative/explanatory text that **examines a topic and presents information** based on text as a stimulus.

Trait 1: Score Point 2

- The student’s response is an **incomplete or oversimplified** informative/explanatory text that **cursorily examines a topic** based on text as a stimulus.

Trait 1: Score Point 1

- The student’s response is a **weak attempt** to write an informative/explanatory text that **examines a topic** based on text as a stimulus.
Seven-Point, Two-Trait Rubric: Grade 8

The Scoring Criteria

**Trait 2: Score Point 3**
- The student’s response demonstrates **full command** of language usage and conventions

**Trait 2: Score Point 2**
- The student’s response demonstrates **partial command** of language usage and conventions

**Trait 2: Score Point 1**
- The student’s response demonstrates **weak command** of language usage and conventions

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**SEVEN-POINT, TWO-TRAIT RUBRIC**

**Trait 2 for Informational/Explanatory Genre**

<table>
<thead>
<tr>
<th>Writing Trait</th>
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</tr>
</thead>
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<tr>
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<td>3</td>
<td>The student’s response demonstrates full command of language usage and conventions.</td>
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<td></td>
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<tr>
<td></td>
<td>2</td>
<td>The student’s response demonstrates partial command of language usage and conventions.</td>
</tr>
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<td></td>
<td></td>
<td>- Varies some sentence patterns for meaning, reader/listener interest, and style</td>
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<td></td>
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<tr>
<td></td>
<td>1</td>
<td>The student’s response demonstrates weak command of language usage and conventions.</td>
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<tr>
<td></td>
<td></td>
<td>- Has fragments, run-ons, and/or other sentence structure errors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Shows little knowledge of language and conventions when writing</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>0</td>
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</tbody>
</table>

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March 15, 2022
Seven-Point, Two-Trait Rubric: American Lit.

The Scoring Criteria

Trait 2: Score Point 3
- Makes an attempt to attribute paraphrases and direct quotations to their sources via in-text or parenthetical citations

Trait 2: Score Point 2
- Attributes paraphrases and direct quotations inconsistently to their sources via in-text or parenthetical citations

Trait 2: Score Point 1
- Makes little, if any, attempt to attribute paraphrases and direct quotations to their sources.
The Extended Writing-Response

Presentation of the Informative/Explanatory Essay Item
Extended Writing-Response
Presentation within the Platform

The northern red oak and the live oak are two very different trees.

Think about the ideas in the two passages. Then type an informational/explanatory essay explaining how the northern red oak and the live oak are different.

Be sure to use information from BOTH passages in your informational/explanatory essay.

Now type your informational/explanatory essay in the space provided below. Select the enlarge button to open the Writer’s Checklist and refer to the Checklist as you write and proofread your essay.
Extended Writing-Response

Access to the Platform

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Milestones_Resources.aspx
The Informative/Explanatory Essay

A Deep-Dive into Authentic Student Responses across the Grades
Extended Writing-Response: Grade 4

Presentation of the Passages

**ELA READING AND EVIDENCE-BASED WRITING ITEM SET**

**The Age of Silent Film**

Movies were not always the way we know them to be today. Today’s movies have voices, songs, and sound effects. But the first movies were made with no sound at all. These types of movies were called silent films. The age of the silent film lasted from 1885 to the early 1930s.

During these years, no one had yet made a way to record sound on movie sets. Movies were instead filmed without sound. Then the movie studios would send the finished films out to theaters for people to see. There, a piano player or even a full, live band played music during the film. Live music helped set the mood for people watching the movie.

But what did actors do on film when no one could hear them speak? To begin with, they added action scenes, like swordfights. These scenes did not need words for the crowd to understand what was happening. Also, actors learned to tell the story with their body. They would not speak, but use body movements instead. Beginning in 1903, title cards were introduced into the films. These were frames of film with words to convey dialogue or important information for the movie.

These actions may look silly to us now. However, these films moved people to laugh almost 50 years.

**ELA READING AND EVIDENCE-BASED WRITING ITEM SET**

**The Foley Artist**

By the early 1930s, most movie studios had switched from silent films to “talkies.” This was the term used for movies that had sound. The change opened up many new jobs in moviemaking. New actors were hired. Musicals began hiring singers and dancers. New sound crews were brought in to handle microphones. Also, sound effects were now needed.

For example, think of a movie scene where someone walks into an old house. What do you hear? You might hear the door opening, the floor creaking, and footsteps. However, these sounds were not recorded when the movie was being filmed. They were created later on a sound stage, or a place where only sounds are recorded. The person who makes the sounds is called a foley artist.

Foley artists watch a movie scene and figure out what noise would sound best on film. For instance, a foley artist might record the noise of hitting two coconuts together to sound like horse hooves. For punching sounds, the foley artist might hit a bag of sand. A pair of gloves can make the sound of birds flapping their wings. Next time you watch a movie, listen to all the sounds you have never noticed before.
Extended Writing-Response: Grade 4

Presentation of the Writing Task

ELA READING AND EVIDENCE-BASED WRITING ITEM SET

ITEM 5: EXTENDED WRITING-RESPONSE

WRITING TASK

Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an informational/explanatory essay explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an informational/explanatory essay.

Be sure to:

- Introduce the topic clearly, provide background.
- Use information from the two passages.
- Develop the topic with facts and details related to the topic.
- Identify the passages by title, topic, or main idea.
- Develop your ideas clearly and logically from one passage to another.
- Use linking words to connect the ideas in your essay.
- Use clear language and vocabulary.
- Provide a conclusion that supports your main idea.
- Check your work for correctness.

Now write your informational/explanatory essay. Refer to the Writer's Checklist as you write and proofread your essay.
Imagine you are at the movies in the early 1900’s. What do you hear? The movie? A band? Now, think that you were at the movies during the 1930’s. Now, what would you hear?

Towards the end of the 1800’s and at the beginning of the 1900’s movies had no sound. But bands and piano players would help capture the full effect of a silent film. Since they couldn’t capture sound the bands played live at the theatre.

During the 1930’s sound was beginning to catch on to movie’s a lot. You still couldn’t capture it with a camera. The sound would have to be added to the film later. So a Folley artist would mimic the sounds.

Like for horses hooves claping against a cobble stone path way. A foley artist would use a coconut cut in half and hit them against the ground.

The change from silent films was big. Most movie makers quickly hired foley artist and got sound equipment. Silent films were left in the dust. But both were still great. From the dramatic bands in silent films to the realistic foley artists, they both make good sounds.

From Sound to no sound. Horror or comedy. Movies make people laugh, cry, and smile. Overall, movie will be seen from generations to generations to come.

**ELAGSE4W2, ELAGSE4L1, ELAGSE4L2**

**Response Scores:**

- **Idea Development, Organization, and Coherence:** 4
- **Language Usage and Conventions:** 2

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**DOC 4:** The student’s response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.

**LUC 2:** The student’s response demonstrates partial command of language usage and conventions.

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**Scorer’s Annotations**

- The response has an effective introduction that engages the reader and introduces the topic.
- The student groups related ideas together to give some organization to the writing.
- The student effectively develops the topic with multiple facts and concrete details.
- The student uses precise language and domain-specific vocabulary to explain the topic.
- The student provides a strong concluding section.
- The response has complete sentences with some variety. However, there are some fragments present.
- The student shows some knowledge of language and its conventions when writing. The response has minor errors in usage and conventions with no significant effect on meaning.
Grade 4 Exemplar

Authentic Student Response

Introducing sound changed the experience of watching movies because first the movies had no sound at all except for pianos and live bands. The people in the movie had to make face expressions and had to do stuff like sword fights. Then sound movies were made with the help of coconuts, sand bags, and gloves. The sound of the coconuts made it sound like horse hooves. The sand bag made it sound like punches. The gloves made it sound like bird wings. The people couldn't hear in the older movies but they can in these movies. Sound makes things better.

Scorer’s Annotations

• The response attempts to introduce a topic
• The student attempts to develop the topic with a few details. Some details are not overly effective or relevant to the topic.
• The student ineffectively groups ideas together. Like ideas are typically grouped together but the connection between the different groups isn’t always clear.
• A concluding statement is presented.

• The response has complete sentences with some variety, though there is an overreliance on repetitive, simple sentence.
• Some minor errors in usage, spelling, and conventions are present, but they do not have a significant effect on meaning.

ELAGSE4W2, ELAGSE4L1, ELAGSE4L2

Response Scores:
  - Idea Development, Organization, and Coherence: 2
  - Language Usage and Conventions: 2

DOC 2: The student’s response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on text as a stimulus.

LUC 2: The student’s response demonstrates partial command of language usage and conventions.
Grade 4 Exemplar

Authentic Student Response

In the early 1800s and 1900s the movie film was very different from today's there was no sound early time peoples watch movies with no sound they watch how actors moved but they can't hear the actors, that's why actors mainly do action they do swordfight and others their body change they don't hear they are just moving their body. After Foley Artist have made the sound to films and Movies. The started hiring peoples to be the actors. People now can hear everything the actors say.

DOC 2: The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on text as a stimulus.

LUC 1: The student's response demonstrates weak command of language usage and conventions.

Scorer's Annotations

- The student attempts to introduce a topic
- The response attempts to use a few details for development, but the details do little to support the topic.
- The student ineffectively groups ideas together. While there is some order, ideas fit together in a rough way.
- The response uses a linking word, though it does not really help to establish the idea or connect to the topic.
- The student attempts to provide a conclusion
- Most of the response is a run-on sentence .
- Errors in spelling, usage, and conventions are frequent and interfere with meaning.
Extended Writing-Response: Grade 6

Presentation of the Passages

ELA READING AND EVIDENCE-BASED WRITING ITEM SET

Mahatma Gandhi’s Decision to Take Action

Mahatma Gandhi didn’t have to walk endless miles or go without eating for days. He didn't risk going to prison to help others. But he did. He strongly believed that all people should be treated fairly, and he was willing to sacrifice to help them.

When Gandhi was born in India, the country had a strong caste system. People fortunate enough to be born into a rich family remained rich. Likewise, people born poor remained poor. They had little chance to improve their lives. Further, poor people were not treated the same as the wealthy.

Gandhi came from a wealthy upper-class family. His father was the chief minister of the town they lived in. Gandhi could have been satisfied being part of a wealthy caste. However, when he was a young lawyer in South Africa, he saw how unfairly the poor in that country were treated. Gandhi felt strongly that this was wrong and decided to stand up for them. He opened a small office to help end this mistreatment. When that didn’t work, he helped organize peaceful protests and marches. These marches helped get many laws changed that improved the lives of the poor.

This experience affected Gandhi greatly. It became his passion to see that all people were treated fairly. He decided to change the caste system in India. He also wanted to stop the mistreatment of Indians by the British government (Great Britain controlled India at that time). Just as he had in South Africa, Gandhi organized nonviolent protests throughout India. He called on officials to stop people being treated unfairly. His efforts angered the government, and Gandhi was arrested several times. However, he refused to stop working on behalf of the poor. His strong commitment helped bring greater rights for the lower castes and for women. He also helped convince the government to aid the poor. His efforts eventually led to the creation of the nation of India.

Gandhi’s passion to see people treated fairly helped improve the lives of people in both South Africa and India. By pursuing his passion, he made a great difference in their lives.

ELA READING AND EVIDENCE-BASED WRITING ITEM SET

Jane Addams—Making a Difference

During the late 1800s, Hull House in Chicago wasn’t just a house. It was an entire complex. In one building, older children met for afterschool clubs. In another, families collected food for evening meals. Across a playground, some children swam in an indoor pool while others played sports in a gymnasium. There was also a library, an art gallery, a theater, a music room, and an office where adults could connect with new jobs. It was a haven, dedicated to helping people in the inner city find a better life, and it all came to be because of the vision of one woman: Jane Addams.

Jane Addams was the daughter of a successful businessman. As a young woman, Addams struggled with various health issues, including a spinal defect that made it difficult for her to be active. However, Addams did not let these problems slow her down. She earned a college degree and began traveling, searching for how she could make a difference with her life.

While in London, Addams visited a settlement house. It was established in a poor area in order to help residents there. Suddenly, her goal became clear. Addams and a friend went to Chicago and leased an abandoned building. They cleaned it up, called it Hull House, and in 1889 began providing services to immigrants who lived nearby. Addams could have found a comfortable job, but she chose the difficult life of helping those less fortunate.

Addams nursed the sick, cared for children while their mothers worked, and provided education for all ages. She gave speeches to the wealthy in order to raise money and gather volunteers. She also wrote eleven books about social issues and helped get child labor laws passed.

Over the years, Hull House expanded across the entire block. It provided hope and help to thousands of immigrants as they struggled to make new lives in a large city.

In 1931, Addams was honored with the Nobel Peace Prize. Her work for those who could not help themselves not only changed their lives, but also brought these issues to the attention of the world. The life of Jane Addams truly made a difference.
Extended Writing-Response: Grade 6

Presentation of the Writing Task

There are some people in this world who stand out because they care deeply and are passionate about their work. Now that you have read about Mahatma Gandhi and Jane Addams, think about them and others you may know about who have made sacrifices for their beliefs or passions.

Think about the ideas in the passages, and then write an informational/explanatory essay in your own words about how pursuing individual passions can have a positive impact on others.

Be sure to use information from BOTH passages in your informational/explanatory essay.

Now write your informational/explanatory essay on your answer document. Refer to the Writer's Checklist as you write and proofread your essay.
There are some people in this world who stand out because they care deeply and are passionate about their work. The two people that come to mind is Jane Addams and Mahatma Gandhi. These two people come to mind because they both had individual passions and both had a positive impact on the world. I think there is not a lot of people that don’t have a rolemodel and if you could look up at them then they we could have more people having a positive impact in the world.

Jane Addams was a very nice person that made difference by creating the Hull House. The Hull House is a houseproving service for immigrants near by like taking care of the sick and taking care of children when there parents go to work. On the other hand the Hull House is a meeting place for older kids after school clubs. Some other things the Hull House has is an indoor pool, art gallery, playground, and a theater! (I would not mind living there.)

Mahatma Gandhi had a huge impact to... he was born in a rich family in India and when he grew up he was a lawyer. Years past and he was shocked to see how the rich treated the poor and decided it was his destiny to help the poor. Mahatma Gandhi held peaceful protest marches and helped change some laws for the poor. He even got arrested several times by the government but he refused to stop helping the poor.

These two people had a very big change in how things work. They persued there dreams.

DOC 3: The student’s response is a complete informative/explanatory text that examines a topic and presents information clearly based on text as a stimulus.
LUC 3: The student’s response demonstrates full command of language usage and conventions.
Pursuing individual passions can have a positive impact on others for example in “Jane Addams-Making a Difference” she gave up her goals to make poor people happy by building the Hull House. Later on she won the Nobel Peace Prize because she was a helpful person and very dependable. In “Mahatma Gandhi’s Decision to Take Action” He wanted to stop the mistreatment of Indians by the British Government The Indians were not being treated fair and Gandhi wanted to change that. Both of the passages Gandhi and Addams wanted to make a change Gandhi wanted Indians to not be controlled by Great Britain and be treated fairly. Addams wanted to help the poor by building the Hull House out of an abandoned building. Pursing individual passions can have a positive impact on others.

**DOC 2:** The student’s response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on text as a stimulus.  
**LUC 2:** The student’s response demonstrates partial command of language usage and conventions.

**Scorer’s Annotations**
- The response provides a brief, abrupt introduction to the topic.  
- The response attempts to develop the topic but with few text-based details.  
- The response ineffectively organizes ideas.  
- The response uses limited language and vocabulary that does not fully explain the topic.  
- The response uses few transitions to connect and clarify relationships among ideas.  
- The response provides a weak concluding statement.  
- Sentences are complete with some variety.  
- The response includes errors in usage and conventions such as misspellings.
Other people has a bad or good time standing up for each americans and other people. That's is why we are together cause of Maritan Luther King Jr made mostly everyone together with black and whites and he never gave up and Mahatma Gandhi and Jane Addams. Mahatma Gandhi stand up for africans americans. Jane Addams Belived that all people should be treated fairly, and he was wiling to sacrifice to help them.

DOC 1: The student's response is a weak attempt to write an informative/explanatory text that examines a topic based on text as a stimulus.
LUC 1: The student's response demonstrates weak command of language usage and conventions.

Scorer's Annotations

- The response provides an unclear introduction.
- The response does not develop a topic.
- The response is too brief to group any related ideas together.
- No use of linking words or transitions to connect ideas is attempted.
- The response uses vague, ambiguous, or repetitive language.
- No attempt is made to use a formal style.
- No concluding statement or section.
- Run-ons and other structure errors are present throughout.
- Frequent errors in usage and conventions interfere with meaning.
Extended Writing-Response; Grade 8

Presentation of the Passages

ELA READING AND EVIDENCE-BASED WRITING ITEM SET

Thinking up a Storm

Tucker and Anita need to decide on the topic of their upcoming science project. Both are feeling stuck because they are having a hard time coming up with workable ideas. Anita wisely suggests that they just start writing down all the ideas that come into their heads, however seemingly unusable. From their list, Tucker points out that they actually have a few really great proposals.

In this scenario, Anita and Tucker made use of a brainstorming technique. Brainstorming is a technique when a creative idea is needed and ideas are difficult to generate. One begins the process by throwing out as many ideas as possible—even some that seem crazy. Sometimes the performer comes straight from that list, or sometimes that list just leads to other ideas.

There are certain things to consider when brainstorming for a project. First, set the tone by people not to criticize anyone’s ideas so that no one feels uncomfortable giving wild suggestions, which can sometimes turn out to be the best ones. Next, try out several brainstorming tools which works most effectively. For example, try having everyone write ideas down individually and then compare thoughts aloud. Another option is to start by using a “brain dumping” technique where you simply write every thought that comes into your head for five minutes, no matter how unrelated the topic it may seem.

A more extreme method of brainstorming is called “reversing,” which starts by taking a thought and reversing it. For example, the question of “What is the best way to build this website?” would be reversed and turned into “What is the worst way to build this website?” An outside-the-box such as this fuels the imagination. Then some of the bad ideas can inspire a great idea that has not been considered using a more traditional brainstorming method.

However you choose to start, the important thing is to play around with ideas until some stick. Be creative, be wacky, and have fun with the topic. If you remember that no thought or wasted thought while brainstorming, you can find some truly imaginative solutions.

ELA READING AND EVIDENCE-BASED WRITING ITEM SET

The Teamwork Trap

A fairly common thought is that if everyone else thinks something is the best idea, then it must be the best idea. This is a prime example of a phenomenon known as “groupthink.” Groupthink often occurs when members of a team attempt to make a decision or solve a problem. The problem with groupthink is that group members start to overvalue unity and hesitate to express different opinions. The negative result is that alternate ideas are not even considered and flaws in the popular plan are not discussed.

However, what are the causes of groupthink? It often occurs when there is a persuasive leader with whom the other group members always want to agree. Sometimes there is the illusion of unanimity, or the belief that everyone else is in agreement already, so you should be too. Another cause of groupthink is when people feel they will be criticized for their opinions. The result of this attitude is that no one wants to think too creatively. Too much confidence can even be a cause. If everyone is so positive that an idea will succeed, they will not likely explore alternatives to that idea.

Furthermore, many people simply want to be agreeable so that they are accepted and liked by the group.

The problem with this mindset is that it often yields poor results. For instance, suppose no one wants to argue with the leader that their group essay is not being written well, and so all students end up receiving a bad grade. At its worst, groupthink can be a trap that produces disastrous outcomes. One example occurred in 1986 when the Challenger space shuttle exploded before ever making it out of Earth’s atmosphere. It was revealed later that a few members of the group who designed the shuttle knew that a few parts were not quite right. Due to a groupthink mentality, none of them spoke up before the shuttle launched.

Ultimately, a group needs to make a decision to value and listen to everyone’s opinions in order to avoid groupthink. Groups that learn to brainstorm well together often avoid a group mentality, and this is when the best ideas tend to thrive.
Extended Writing-Response; Grade 8

Presentation of the Writing Task

There are different approaches to brainstorming when a group gets together to solve problems. Some people believe that working as a group can give people opportunities they otherwise would not have, but there can be problems with this process.

Write an informational/explanatory essay explaining what leaders should consider to encourage successful group problem solving.

Be sure to use information from BOTH passages in your informational/explanatory essay.

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Be sure to:
- Introduce the topic clearly, providing context.
- Use information from the two passages.
- Develop the topic with facts, details, and examples related to the topic.
- Identify the passages by title or number.
- Develop your ideas clearly and coherently in your essay.
- Use appropriate and varied transitional words and ideas.
- Use clear language and vocabulary.
- Establish and maintain a formal tone.
- Provide a conclusion that supports your ideas.
- Check your work for correct usage.

Now write your informational/explanatory essay on your answer document. Refer to the Writer's Checklist as you write and proofread your essay.
Grade 8 Exemplar

Authentic Student Response

Being a leader when a problem comes up is hard, but you have to remember that you need to think before coming up with an idea. To be successful you should dig up all of the good and bad ideas for the problem. You should also listen to and think about what everyone else in the group has to say. Another thing you should think about is that you should never settle on an idea to quickly, and you should work off of other peoples ideas.

To have success in your group all of you need to think of some ideas that might or might not work for your problem, like in the passage Thinking up a Storm when Anita and Tucker just start writing any idea that pops into their minds. This technique allows you to get rid of any bad ideas and come up with some good ones. A leader also needs to have two questions to any idea, which are, are there any flaws in this idea, and what are the upsides to this idea. Using these two questions you can find out if an idea is actually a good idea or not. Also when you are leading a group you need to consider everyone’s thoughts and feelings towards an idea. You should also let every person in the group have a say on an issue, whether it is their own idea or someone else’s idea. A leader also has to make sure that everyone is listening to another idea, and to make sure to let the person finish their idea before anyone else says something about it. Like in the passage The Teamwork Trap when the author says, that group members start to overvalue unity and hesitate to oppose popular opinion, no one encouraged any other ideas and only a few people actually agreed on the idea. You also have to encourage that everyone talk about an idea even if that person is shy. Furthermore you always have to remember that you cannot just rush through a problem and settle on an idea too quickly without listening to other peoples solutions to the problem. As a member or leader of a group you should always work off of others.

Scorer’s Annotations

• The topic is effectively introduced.
• The topic is developed using information from the source material.
• A general organizational structure is present.
• Some transitions are used to clarify and connect the relationships between ideas.
• Precise language and domain-specific vocabulary are used.
• Formal style is maintained.
• A conclusion is provided that restates the topic and revisits some ideas from the body.

LUC
• The response effectively uses varied sentence patterns for meaning, reader interest, and style.
• Errors in spelling, usage, and conventions do not interfere with meaning.

Response Scores:

- Idea Development, Organization, and Coherence: 3
- Language Usage and Conventions: 3

DOC 3: The student’s response is a complete informative/explanatory text that examines a topic and presents information based on text as a stimulus.

LUC 3: The student’s response demonstrates full command of language usage and conventions.
There is a lot that come into play when you are group working. Group work can have many disadvantages that can create a problem for the group. To have a successful group problem solving this is the do’s and don’ts for you leaders to take under consideration. Brainstorming, confidence, and making the right choice. These 3 things are important to a successful problem solving.

First off the Do’s. Now this is what you leaders want to encourage the group to do. When working on creating ideas you should always brainstorm. Brainstorming is an effective way of finding the perfect idea. Not all of the ideas will be perfect but it’s on step closer on finding one. The main thing you as a leader do not want to engage is going with the idea one person say just because it has the popular vote. That is not a effective away of making a disson. This bring me on to my next topic. Also you want to encourage confidence. If the group members have confidence then they will want to help with the ideas. This is what you as a leader do not want to encourage. You want them to feel like they are being heard in the group and that their ideas are being valued.

Now that you as a leader have somethings in mind you can now think of ways to encourage groups. Just remember the 3 most important things you need to encourage. Confidence, brainstorming and making right choices.

DOC 2: The student’s response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on text as a stimulus.

LUC 2: The student’s response demonstrates partial command of language usage and conventions.

Scorer’s Annotations

- There is an attempt to introduce a topic.
- The response attempts to develop a topic with too few details.
- The organization of the response is ineffective.
- Some transitions are used.
- Limited language/vocabulary does not help to explain the topic.
- Formal style is maintained.
- A conclusion is provided.
- The student attempts to vary sentence structure for style and reader interest.
- Errors in subject-verb agreement, spelling/usage, and capitalization have no significant effect on meaning.
Group leaders should allow everyone that is apart of the group have a chance to get their point across. Working as a group could give some people opportunities that they would not have else where, but group work can also create problems. Leaders of groups should consider a form of brainstorming where everyone that is apart of the group write down on separate sheets of paper their own ideas on how to solve the problems. Some people in the group may have some of the same ideas, others may not. Therefore everyone should say their ideas aloud and record all of the ideas that they think are best on a sheet of paper. Then, the group will have to make a compromise.

**Scorer’s Annotations**

- The student’s response attempts to introduce a topic.
- The response attempts to develop a topic with too few details.
- The response is too brief to show organization.
- One attempt at a linking word is present.
- Vague language does not help to develop the topic.
- Appropriate style is maintained.
- No conclusion is provided.
- There is some attempt to vary sentence patterns for style and meaning. Simple and complex sentences are successfully used.
- Errors have no significant impact on meaning. However, the response is too brief to demonstrate full command.

**DOC 1:** The student’s response is a weak attempt to write an informative/explanatory text that examines a topic based on text as a stimulus.

**LUC 2:** The student’s response demonstrates partial command of language usage and conventions.
Key Take Aways

In the Classroom,
• read informational texts how to examine a topic and present relevant information based on text as a stimulus;
• support all learners by modeling how to read the writing prompt and reviewing key vocabulary for informative/explanatory writing;
• encourage students to practice using the writer’s checklist during writing;
• use rubrics to provide formative feedback on first drafts;
• practice using words, phrases, and/or clauses that effectively connect the major sections of the writing to clarify relationships between ideas and topics; and
• utilize student exemplars to build student capacity in writing

On the Georgia Milestones ELA Assessment,
• student writing is deemed as a first draft and credit is awarded for what students do well;
• students should draw from the reading experience and cite evidence from the passages to support ideas and conclusions in the essay;
• essays are scored using a seven-point, two-trait rubric;
• a score is given for each of the two traits, for a total of seven possible points.
• students are not penalized for errors, unless the errors permeate the response and impact or interfere with overall understanding.
• a checklist is available to assist students with writing essays during the assessment.
Reading and Evidence-Based Writing

Additional Resources
Georgia Milestones

Resources

Access to Educator Resources:

- [https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx)

- Once on the assessment page, look in the left column under the title “Summative Assessments” and click on “Georgia Milestones Assessment System”.

- Then, once on the “Georgia Milestones Assessment System” webpage, look in the right column under the title “Resources” and click on the link “Georgia Milestones Resources”.

- This page provides access to parent, student, educator, administration, and technology resources. To access the “Educator Resources”, scroll down the page to:
### Additional Resources

#### The Essay Item by Text Type

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**Reading and Evidence-Based Writing Text Types for Educators**

[https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Resources/ELA_Reading_and_Evidence-Based_Writing_Text_Types.pdf](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Resources/ELA_Reading_and_Evidence-Based_Writing_Text_Types.pdf)