

Descriptions of TNReady Writing Types

Writing Type	Passages Used	Description of Tasks	Example
<p>Opinion (grades 3-5)</p> <p>Argument (grades 6-11)</p>	<p>Literary: Stories, dramas, or poems called for by the grade-level reading standards</p>	<ul style="list-style-type: none"> • Students read two (grades 3-8) or two or three (grades 9-11) literary passages that are related in a meaningful way (e.g., theme, plot). • For <u>opinion</u>, the task asks students to state a point of view about the passages and support that point of view with reasons. • For <u>argument</u>, 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 evidence within the passages. 	<p>You have read excerpts from two novels:</p> <ul style="list-style-type: none"> • <i>Counting on Grace</i> by Elizabeth Winthrop • <i>Iqbal</i> by Fransesco D’Adamo <p>In these excerpts, both of the main characters are willing to take serious personal risks to stop the use of child labor. As you reread the texts, think about which character is taking greater risks, Miss Lesley or Iqbal?</p> <p>Write an argument in which you make a claim that one character, either Miss Lesley or Iqbal, is taking greater risks than the other. Support your claim with evidence from the two excerpts.</p> <p>Be sure to</p> <ul style="list-style-type: none"> • include a claim • address counterclaims • use evidence from both passages <p>Follow the conventions of standard written English. Type your argument in the space provided.</p>
	<p>Informational: History, science or literary nonfiction texts called for by the grade-level reading standards One text may be an audio/visual presentation</p>	<ul style="list-style-type: none"> • Students read two (grades 3-5) or two to four (grades 6-11) informational passages that are related in a meaningful way (e.g., point of view, use of evidence). • For <u>opinion</u>, the task asks students to state a point of view about the passages and support that point of view with reasons and information. • For <u>argument</u>, 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/or evidence should be drawn from evidence within the passages. 	<p>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?</p> <p>Write an essay for your science class web site arguing whether or not mistakes are a key part of discoveries. Your essay must be based on ideas, concepts, and information from the “Goofs and Great Inventions” passage set.</p> <p>Manage your time carefully so you can</p> <ul style="list-style-type: none"> • Plan your essay • Write your essay • Revise and edit your essay

			<p>Be sure to</p> <ul style="list-style-type: none"> • include a claim • address counter claims • use evidence from multiple sources <p>Do not over rely on one source. Type your answer in the space provided.</p>
Informative/ Explanatory (grades 3-11)	<p>Literary: Stories, dramas, or poems called for by the grade-level reading standards</p>	<ul style="list-style-type: none"> • Students read two (grades 3-8) or two or three (grades 9-11) 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. 	<p>You have read two poems: “Dulce et Decorum Est” by Wilfred Owen “Who’s for the Game?” by Jessie Pope</p> <p>Each poet presents a strong point of view about war. Write an essay comparing how each poet develops the point of view and what effect each poem is intended to have on the reader. Support your response with textual evidence from both poems. Follow the conventions of standard written English. Type your essay in the space provided.</p>
	<p>Informational: History, science or literary nonfiction texts called for by the grade-level reading standards One text may be an audio/visual presentation</p>	<ul style="list-style-type: none"> • Students read two (grades 3-5) or two to four (grades 6-11) 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. 	<p>Write a 1 – 3 paragraph explanation of how animals use their bodies to sense the world around them. Your explanation must be based on ideas and information that can be found in the “Animals Senses” set.</p> <p>Manage your time carefully so you can</p> <ul style="list-style-type: none"> • Plan • Write • Revise • Edit <p>Type your answer in the space provided.</p>
<p>Narrative (Fiction, grades 3-11) (Nonfiction, grades 9-11)</p>	<p>Literary: Story, drama, or poem called for by the grade-level reading standards</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. • Students read two to three informational passages. • The task asks students to develop an imagined experience or 	<p>You have read an excerpt from <i>Tom Sawyer</i>, by Mark Twain, in which Tom fools his friends to whitewash a fence for him. At the end of the excerpt, Tom has learned that in order to make a person want something, “it is only necessary to make the thing difficult to attain.”</p> <p>Write a narrative, set in modern times, that teaches the same lesson that Tom has learned. Be sure to use</p>

		<p>event, based on the informational text using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> The student’s fictional narrative should be based on the information gleaned from the passage. 	<p>both the voice of a narrator, as well as dialogue, in your story.</p> <p>Follow the conventions of standard written English. Write your narrative in the space provided.</p>
	<p>Informational (grades 9-11 only): History, science or literary nonfiction texts called for by the grade-level reading standards One text may be an audio/visual presentation</p>	<ul style="list-style-type: none"> For a nonfictional narrative (grades 9 – 11), students read two to four informational passages that provide information about an event. The task asks students to develop a nonfiction chronological account from the experiences or events in the given passages, using effective technique, well-chosen details, and well-structured event sequences. The student’s account should be drawn from the details and information in the passages. 	<p>You have read two texts and watched a video about the Potsdam Conference on July 24, 1945, when President Truman told Stalin that the United States was developing a powerful bomb:</p> <ul style="list-style-type: none"> “Manhattan Project,” from nuclearfiles.com “Manhattan-Project” (video) Truman Tells Stalin, July 24, 1945 <p>Write a narrative describing in detail what happened at the conference on that day, integrating and including as much information from the texts as possible. Conclude your narrative with an explanation of why this event was important. Support your conclusion with evidence from the texts.</p> <p>Follow the conventions of standard written English. Type your narrative in the space provided.</p>