

ISAT WRITING PROGRESS

Writing is thinking on paper.

Clear writing requires clear thinking.

**If students write about what they know,
they will learn more.**

Contents

Writing Requirements.....	2
ISAT - Student Writing Checklist, Expository (Grades 3-5)	3
ISAT - Student Writing Checklist, Expository (Grades 6-8)	4
Grade 8 Persuasive Prompt	5
ISAT - Student Writing Checklist, Persuasive (Grades 6-8)	6
Three Ways to Write.....	7
Essay Organizer.....	8
Organize To Write Clearly	9
Expository Writer	10
Narrative Writer	11
Persuasive Writer	12
Take a Position and Support It.....	13

Writing Requirements

What does ISAT Writing require?

This answer is from the Illinois State Board of Education.
You'll find it and many more resources at ISBE.net.

Fifth Grade: Expository

Expository Writing

- √ Presents factual information:
- √ Explains, defines, describes, informs
- √ Provides supporting reasons, examples, facts
- √ Maintains a clear focus
- √ Ends with an effective conclusion

Sixth Grade: Narrative; persuasive (2 sessions)

Eighth Grade: Narrative; persuasive (2 sessions)

Narrative Writing

- √ Tells a story in logical order by
- √ Using specific details to explain one event
- √ Including the author's reactions
- √ Moving through time
- √ Writing a beginning, middle, end

Persuasive Writing

- √ Takes a position for or against on an issue
- √ Maintains the position clearly throughout
- √ Uses facts, examples to support the position
- √ Convinces the reader to believe or act
- √ Includes an effective conclusion

ISAT - Student Writing Checklist (ISBE.net)
Expository, Grade 3-5

Focus

I have an interesting beginning to my composition that clearly explains what I am going to write about.

My composition is about the subject or topic.

If I use previewing, I remember to write about **each** point.

I write a closing that successfully ties my ideas together.

Support

I use specific examples and details to explain **each** of my points.

I use the same amount of support and detail for each of the points I make.

I use the same *voice** throughout my composition.

I use a variety of specific and descriptive words to make my composition more interesting for the reader.

I use words correctly and purposefully.

Organization

My composition is organized so that it makes sense.

I use paragraphing to help organize my thoughts.

I use transition words to connect my sentences and paragraphs so that my composition flows smoothly when I read it.

My sentences begin in different ways.

My sentences are different lengths to make my composition more interesting.

I avoid using the same words over and over again.

Conventions

I use complete sentences.

I spell familiar words correctly.

I spell higher-level words the way they sound.

I use capitalization and punctuation correctly.

I make sure that the subject of my sentence agrees with the verb.

I use the same verb tense throughout my composition.

**Voice* – The individuality of the writer coming through on the page. Voice gives writing a distinctiveness. The reader of the composition has the feeling that the writer is talking directly to him or her.

ISAT - Student Writing Checklist Narrative, Grade 6-8 (ISBE.net)

Focus

I use my introduction to set the purpose of my composition.
I have an interesting start to my story that catches the reader's attention.
My composition is about the subject or topic.
I write a closing that effectively unifies my writing.

Elaboration

I use specific examples and details to describe the event or experience and my reactions and/or the reactions of others.
I balance my use of description throughout my composition.
I use the same *voice** throughout my composition.
I use a variety of specific and descriptive words and phrases to make my composition more interesting for the reader.
I use words correctly and purposefully.

Organization

My composition moves logically through time and has a beginning, a middle, and an ending.
I use paragraphing to help organize my story.
I use transition words and phrases to connect my sentences and paragraphs so that my composition flows smoothly when I read it.
My sentences begin in different ways.
My sentences are different lengths to make my composition more interesting.
I avoid using the same words over and over again.

Conventions

I use complete sentences.
I spell familiar words correctly.
I use capitalization and punctuation correctly.
I make sure that the subject of my sentence agrees with the verb.
I use the same verb tense throughout my composition.

Voice – The individuality of the writer coming through on the page. Voice gives writing a distinctiveness. The reader of the composition has the feeling that the writer is talking directly to him or her.

Grade 8 Persuasive Prompt (ISBE.net)

You can use this example to practice.

You can make up others like it to help students understand how to plan before they write. You will find others at ISBE.net.

We boldfaced the directions.

They are NOT boldfaced on the test.

Make sure your students know to take these steps before they start to write.

Your school has adopted an incentive program that rewards students for straight A's. Do you think this is fair? Do you agree or disagree with this program?

Directions

Take a few minutes to plan your paper.

Make notes on the other side of this page.

- 1. Decide if you agree or disagree with the school's incentive program. Take one position.**
- 2. Think of reasons to support your opinion.**
- 3. Organize your ideas carefully.**
- 4. Manage your time to allow for writing a closing.**

After you have planned the paper, begin to write. Finally, proofread your finished paper to check correct sentences, punctuation, and spelling.

ISAT - Student Writing Checklist (ISBE.net)
Persuasive, Grade 6-8

Focus

I use my introduction to set the purpose of my composition.
I clearly state my position on the topic.
I stay on the issue throughout the composition.
I write a closing that effectively summarizes my position.

Support

I use specific examples and details to explain each of the points that I use to explain my position.
I balance my use of detail and description throughout my composition.
I use the same *voice** throughout my composition.
I use a variety of specific and descriptive words and phrases.
I use words correctly and purposefully.

Organization

My composition is arranged logically and makes sense.
I use paragraphing to help organize my points.
I use transition words and phrases to connect my sentences and paragraphs so that my composition flows smoothly when I read it.
My sentences begin in different ways.
My sentences are different lengths to make my composition more interesting for the reader.
I avoid using the same words over and over again.

Conventions

I use complete sentences.
I spell familiar words correctly.
I use capitalization and punctuation correctly.
I make sure that the subject of my sentence agrees with the verb.
I use the same verb tense throughout my composition.

Voice – The individuality of the writer coming through on the page. Voice gives writing a distinctiveness. The reader of the composition has the feeling that the writer is talking directly to him or her.

THREE WAYS TO WRITE

ILS 3B: I can write about one topic with expository, narrative, or persuasive writing.

What's the same?

	Expository	Narrative	Persuasive
Focus	✓	✓	✓
Support	✓	✓	✓
Organization	✓	✓	✓
Precision	✓	✓	✓
Integration	✓	✓	✓

What's different?

	Expository	Narrative	Persuasive
Purpose	To explain.	To tell an event that takes place over time.	To influence, to inspire, to change someone's opinion or attitude.
How to use the information to support your idea.	Include information that helps people understand your topic.	Include information that helps people understand what happened and when it happened.	Include information that helps people understand your position.

You can write one topic three ways.

Choose one topic.

Write about that topic all three ways.

Example: Write about a person.

- *Write an expository paragraph about this person. Tell what the person is like, where the person lives, what the person does.*
- *Write a narrative essay about one of this person's experiences. Tell what the person did and why.*
- *Write a persuasive speech about this person. Tell why you think this person is important.*

Essay Organizer

ILS 3B: I can organize an essay with a main idea and supporting information

What's the topic? _____

What's the focus—my idea?

How I'll Start	<i>What idea I will tell What I'll explain about what the parts of my essay are</i>
What I'll Talk about Next	<i>What idea this part will be about. What kind of information I will include.</i>
What I'll Talk about Next	<i>What idea this part will be about. What kind of information I will include.</i>
What I'll talk about Next	<i>What idea this part will be about. What kind of information I will include.</i>
How I will end so my reader will know what is important.	<i>How I will start this paragraph. What I will include to make sure my reader knows what is important.</i>

ORGANIZE TO WRITE CLEARLY

ILS 3B I can organize and write an essay.

ORGANIZE: The first step to writing is organizing.

Sort these facts about Barack Obama.

Write the number of each of the facts that belong in each category.

Facts about his personal life:

Facts about his career:

Facts about his ideas:

1. elected President of the United States
2. believes that hope is very important
3. the first African American to be elected President of the United States
4. elected United States Senator from Illinois in 2004
5. graduated from Columbia University and Harvard Law School
6. wants to end the war in Iraq
7. worked as a community organizer
8. wants less racism
9. worked as a civil rights attorney in Chicago
10. elected to the Illinois Senate from 1997 to 2004.
11. taught at the University of Chicago Law School
12. born in 1961 in Hawaii
13. wants to help more people get jobs
14. has two daughters
15. mother was a Caucasian American
16. father was Kenyan
17. spent a lot of time with his grandparents
18. worked in Chicago as a community organizer
19. he helped set up a job training program
20. he helped tenants (renters) get more rights

WRITE: Write an essay about Barack Obama.

Use some of these facts and facts you know.

What is a main idea for your essay?

Expository Writer

ILS 3B: I can use prewriting strategies to generate ideas and organize my writing.

What's the topic? _____

What are three sub-topics—parts of this topic—that I will use to help people understand it? List them. Then list information you will use to explain that part of the topic.

Subtopic: _____

Information:

Subtopic: _____

Information:

Subtopic: _____

Information:

How will I start my writing so my reader knows what I'm writing about and what the most important thing to understand is?

How will I conclude so my reader knows what was most important about this topic?

Narrative Writer

ILS 3B: I can write a narrative.

What event will I explain? _____

What parts of the event will I tell? List them on this time-line.

I'll remember to tell what happened AND how people felt about it.

What persons will I include?

<i>Person</i>	<i>How this person felt about the event</i>

How will I start my narrative?

What will I say to make it clear what I'm telling and why?

How will I end my narrative so people know what was important about it?

Persuasive Writer: What's My Position?

ILS 3B: I can write a persuasive text.

What's the issue? _____

What's my position? _____

What evidence will I include to support my position?

(You can use the boxes to number the order in which you will give that evidence.)

How will I start my persuasive writing?

How will I conclude so people know how I supported my position?

Take a Position and Support It

Illustrate proverbs and sayings to see how pictures can communicate ideas.

ILS 2B can interpret literature representing a culture; ILS3B can write to support an idea.

- ✓ Choose one of these sayings that you believe is important.
 - ✓ List examples that help make it clear.
 - ✓ Then write about the idea. Use your examples.
1. Never be afraid to sit awhile and think. Lorraine Hansberry
 2. The future depends on what we do in the present. Mahatma Gandhi
 3. Do good, and don't worry to whom. (Mexico)
 4. It takes two to make the quarrel, but only one to end it. (Nicaragua)
 5. Our children must never lose their zeal for building a better world. They must not be discouraged from aspiring toward greatness, for they are to be the leaders of tomorrow. Mary McLeod Bethune
 6. One minute of patience can mean ten years of peace. (Greece)
 7. From small beginnings come great things. (America)
 8. It is a rough road that leads to the heights of greatness. (Ancient Rome)
 9. Every future is not far away. (Arab)
 10. Do not look where you fell, but where you slipped. (Kenya)
 11. By learning you will teach, by teaching you will learn. (Latino)
 12. He who does not know one thing knows another. (Kenya)
 13. Sometimes you have to give a little in order to get a lot. Shirley Chisholm
 14. The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy. Dr. Martin Luther King, Jr.
 15. No one tests the depth of the river with both feet. (Ghana)
 16. Learn about the future by looking at the past. (Tamil)
 17. Education is the key to unlock the golden door of freedom. George Washington Carver

My Choice: _____ (list the number)

My Examples: