



Level up to a 10  
on the FSA Writing test!

# TEST FORMAT - 4<sup>th</sup> - 6<sup>th</sup> Grades

- paper-based
- students will receive a booklet with 3 lined pages and a planning sheet.

Florida Standards Assessments  
Grades 6-8  
FSA ELA Writing

FSA ELA Writing Training Test Questions  
Read the "Gifts and Great Inventions" passage set.

### Gifts and Great Inventions

#### Lost Cities, Lost Treasure

- In 1871, an adventurer named Hiram Schwann started digging in the desert at an ancient site, looking for the seat of the Incas. Schwann, a businessman and artist, 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.

FSA ELA Writing Training Test Questions

### How a Melted Bar of Chocolate Changed Our Kitchens

- Many historians agree we can't see into the past and know what it was like to eat. As we can't carry a bar of chocolate in our pocket into the future, how did we know that the chocolate we eat today was not just a past invention but a present one? They may have been too young to eat it, but they had to have had someone to help them.

FSA ELA Writing Training Test Questions

### In Praise of Careful Science

- Scientists have been asking the question, "What are the limits of science?" for a long time. The question is not about what science can do, but about what it should do. Science is a powerful tool, but it is also a human activity, and like any other human activity, it has its limits.

FSA ELA Writing Training Test Questions

### A Series of Quotations about Error and Discovery

- "We must realize that we are not thinking; that which we do think, others have thought before us. We must realize that we are not making a discovery; that which we do discover, others have discovered before us." —Sir Isaac Newton

FSA ELA Writing Training Test Questions

### Planning Sheet

Use this sheet to plan what you will write. The writing on this sheet will NOT be scored.

STUDENT NAME: \_\_\_\_\_

PLANNING SHEET

Write an essay in which you take a position or viewpoint on the issue. Support your position with reasons and evidence. Use the information provided in the passage to support your position. Plan your response in the space provided.

FSA ELA Writing Training Test Questions

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FSA ELA Writing Training Test Questions

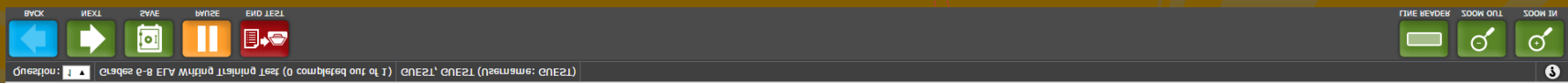
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# TEST FORMAT- 7<sup>th</sup> & 8<sup>th</sup> Grade

- computer-based





# TYPES OF FSA ESSAYS

- Argumentative – writing to persuade or explain different points of view on a topic-  
take a position
- Informative/ Explanatory – writing to explain to an audience who doesn't know anything about the topic



# GENERAL ESSAY FORMAT

Introduction



2-3 Body Paragraphs



Conclusion

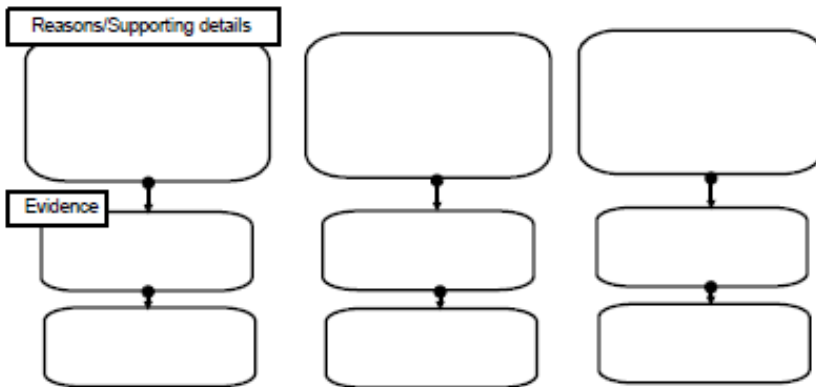
# ARGUMENTATIVE ESSAY FORMAT

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!

Introduction

- THESIS
- CLAIM

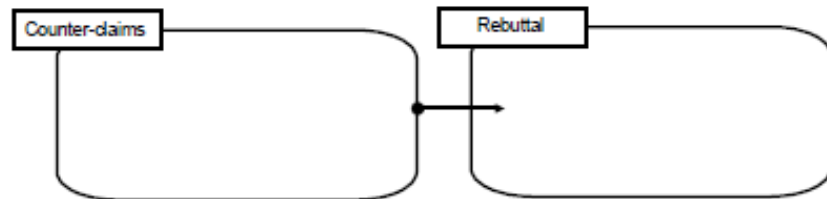
2. Support your claim with more than one supporting reason - in logical order. Next, give evidence to support your reasons.



Body Paragraphs

- cite evidence in each
- elaborate in each

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).



**COUNTER-CLAIM/  
REBUTTAL (7<sup>TH</sup> & 8<sup>TH</sup> ONLY)**

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

Conclusion

- reword claim
- 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

- THESIS
- Controlling idea statement

## Body Paragraphs

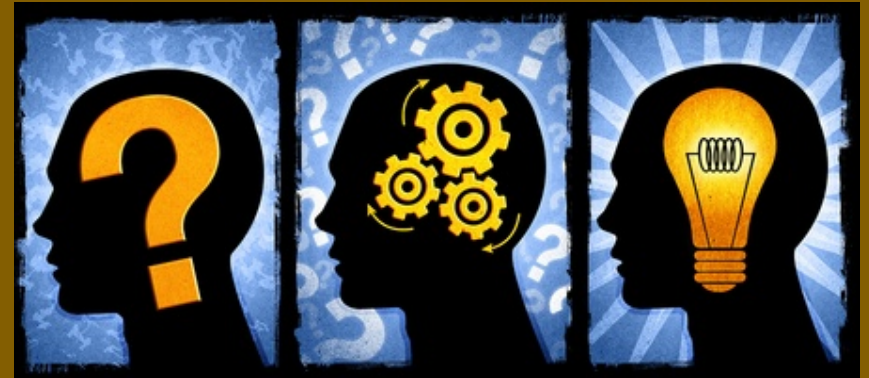
- cite evidence in each
- elaborate in each

## Conclusion

- reword thesis statement
- Summarize key points

# DETERMINE the best ORGANIZATIONAL STRUCTURE for you to respond

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





# While you actively 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
- Text-code/Interact with the text while reading

# PLANNING AND WRITING

You have one-120 minute session to complete your essay.

- ALWAYS use the planning page to plan your essay
  - Choose the easiest graphic organizer or an outline to organize your writing-A plan is not a rough draft!
- **IF YOU FAIL TO PLAN YOU PLAN TO FAIL!**
- ONLY USE INFORMATION FROM THE TEXTS not your personal opinions
- There may not be time for revisions.

# CITING EVIDENCE IS CRITICAL



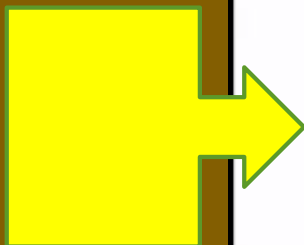
Citation of sources is expected. If a student does not use a **DIRECT QUOTE OR PARAPHRASE** from a source, they cannot make higher than a 2 out of 4 on Evidence.



## 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.
- 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 of sources.
- You must analyze and synthesize the texts.

## MORE TIPS



- Use third person voice – don't use "I"
- 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 First, Second, Third.....**

# MORE TIPS

- Do not use emoticons ☹️
- Do not use text talk (lol, rotfl)
- Do not use slang (see what I'm saying)
- Do not use vague words (stuff, thing)
- DO NOT USE ALL CAPS FOR EMPHASIS





Today's a new day

**WE'RE ON OUR WAY**

**TO AN "A"**