

GPS ELA WRITING: RESPONSE TO LITERATURE GENRE

ELAKW2 The student produces a response to literature that:	ELA1W2 The student produces a response to literature that:	ELA2W2 The student produces a response to literature that:	ELA3W2 The student produces a response to literature that:	ELA4W2* The student produces a response to literature that:	ELA5W2* The student produces a response to literature that:
<p>a. Retells a story orally, through pictures, or in writing.</p> <p>b. Makes connections: text-to-self, text-to-text, text- to-world.</p> <p>c. Begins to use organizational structures (beginning, middle, end)</p> <p>d. Prewrites orally or written to generate ideas (graphic organizers, pictures).</p> <p>e. May include a draft developed from prewriting.</p> <p>f. May include a sense of closure.</p>	<p>a. Captures a reader’s interest by stating a position/opinion about a text.</p> <p>b. Begins to demonstrate an understanding of the text through oral retelling, pictures, or in writing.</p> <p>c. Makes connections: text-to-self, text-to-text, text-to-world.</p> <p>d. Begins to use organizational structures (beginning, middle, and end with details from the text).</p> <p>e. May have a sense of closure.</p> <p>f. May include oral or written prewriting (graphic organizers).</p> <p>g. May include a draft that is revised and edited.</p> <p>h. May be published.</p>	<p>a. Captures a reader’s interest by stating an opinion about a text.</p> <p>b. Demonstrates understanding of the text and expresses and supports an opinion.</p> <p>c. Makes connections: text-to-self, text-to-text, text-to-world using details from the reading selection.</p> <p>d. Uses organizational structures to ensure coherence (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end with details from the text).</p> <p>e. Develops a sense of closure.</p> <p>f. May include prewriting.</p> <p>g. May include a draft that is revised and edited.</p> <p>h. May be published.</p>	<p>a. Captures a reader’s interest by developing a point of view.</p> <p>b. Demonstrates understanding of the text, formulates an opinion, and supports a judgment.</p> <p>c. Makes connections: text-to-self, text-to-text, text-to-world connections using significant details from the reading selection.</p> <p>d. Uses appropriate organizational structures to ensure coherence (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end with details from the text).</p> <p>e. Provides a sense of closure.</p> <p>f. May include prewriting.</p> <p>g. May include a draft that is revised and edited.</p> <p>h. May be published.</p>	<p>a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.</p> <p>b. Advances a judgment that is interpretive, evaluative, or reflective.</p> <p>c. Supports judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge.</p> <p>d. Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection).</p> <p>e. Excludes extraneous details and inappropriate information.</p> <p>f. Provides a sense of closure to the writing.</p>	<p>a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.</p> <p>b. Advances a judgment that is interpretive, evaluative, or reflective.</p> <p>c. Supports judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge.</p> <p>d. Develops interpretations that exhibit careful reading and demonstrate an understanding of the literary work.</p> <p>e. Excludes extraneous details and inappropriate information.</p> <p>f. Provides a sense of closure to the writing.</p> <p>g. Lifts the level of language using appropriate strategies including word choice.</p>