

TCAP Writing Task Guidance Grades 3 – EOC

This document provides information about the design of TCAP assessments. The activities described reflect the rigor of the task(s) students will complete on the assessment. It is **not** intended to be used as an instructional resource or as a pacing guide. Districts should consult the Tennessee Academic Standards when making all instructional decisions, including scope and sequence. The Tennessee Academic Standards for ELA can be found [here](#).

Students in Grade 3 will complete two writing prompts. One prompt and passage(s) will be literary, and one prompt and passage(s) will be informational. Students in Grades 4-EOC will complete one writing prompt. The passage(s) can be either literary or informational and the prompt will be aligned with one of the three writing modes (opinion/argument, informational/explanatory, or narrative). More information about ELA TCAP assessments can be found in the Assessment Overviews and Blueprints [here](#).

All TCAP writing tasks are scored using the Tennessee writing rubrics. Each rubric is aligned to the appropriate grade-level standards in the Writing and Language strands. The Tennessee writing rubrics can be found [here](#).

Grade 3 Passages and Writing Task Descriptions

Description of Passages	
Literary Text	Informational Text
<ul style="list-style-type: none"> Stories (e.g., adventure stories, folktales, legends, fables, realistic fiction, and myths) Poetry Dramas 	<ul style="list-style-type: none"> Biographies and autobiographies Passages about history, social studies, science, and the arts Technical texts, including directions, forms, and information displayed in charts

Description of Writing Tasks		
Writing Standard	Literary Text	Informational Text
3.W.RBPK.8	<ul style="list-style-type: none"> Students read a single literary passage or a pair of related literary passages. The 	<ul style="list-style-type: none"> Students read a single informational passage or a pair of related informational

	<p>teacher will also read the passage(s) aloud to students.</p> <ul style="list-style-type: none"> • The task asks students to develop an opinion about the passage(s) along with evidence in support of the opinion, examine one or more elements in the passage(s) and convey ideas about the passage(s), or develop an imagined experience or event. • The evidence should be drawn from the passage(s) and personal experience. 	<p>passages. The teacher will also read the passage(s) aloud to students.</p> <ul style="list-style-type: none"> • The task asks students to develop an opinion about the passage(s) along with evidence in support of the opinion, examine one or more elements in the passage(s) and convey ideas about the passage(s), or develop an imagined experience or event. • The evidence should be drawn from the passage(s) and personal experience.
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Grades 4-5 Passages and Writing Task Descriptions

Description of Passages	
Literary Text	Informational Text
<ul style="list-style-type: none"> • Stories (e.g., adventure stories, folktales, legends, fables, realistic fiction, and myths) • Poetry • Dramas 	<ul style="list-style-type: none"> • Biographies and autobiographies • Passages about history, social studies, science, and the arts • Technical texts, including directions, forms, and information displayed in charts

Description of Writing Tasks		
Writing Mode	Literary Text	Informational Text
<p>Opinion 4.W.TTP.1 5.W.TTP.1</p>	<ul style="list-style-type: none"> • Students read a single literary passage or a pair of literary passages that are related in a meaningful way (e.g., theme, plot). • The task asks students to develop an opinion about the passage(s) and organize 	<ul style="list-style-type: none"> • Students read a single informational passage or a pair of informational passages that are related in a meaningful way (e.g., point of view, use of evidence). • The task asks students to analyze the passage(s) and

	<p>reasons and evidence in support of the opinion.</p> <ul style="list-style-type: none"> The reasons and evidence should be drawn from the passage(s). 	<p>develop an opinion and provide reasons and evidence in support of the opinion.</p> <ul style="list-style-type: none"> The reasons, information, and evidence should be drawn from the passage(s).
<p>Informational/ Explanatory</p> <p>4.W.TTP.2 5.W.TTP.2</p>	<ul style="list-style-type: none"> Students read a single literary passage or a pair of literary passages that are related in a meaningful way (e.g., theme, plot). The task asks students to examine one or more elements in the passage(s) and clearly organize and convey ideas about the passage(s). For paired passages, the task may ask for comparison or integration of ideas. The ideas should be drawn from evidence within the passage(s). 	<ul style="list-style-type: none"> Students read a single informational passage or a pair of 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 passage(s). For paired passages, the task may ask for comparison or integration of information. The ideas and information should be drawn from evidence within the passages.
<p>Narrative</p> <p>4.W.TTP.3 5.W.TTP.3</p>	<ul style="list-style-type: none"> Students read a single literary passage or a pair of literary passages that are related in a meaningful way (e.g., theme, plot). 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(s). 	<ul style="list-style-type: none"> Students read a single informational passage or a pair of informational passages that are related in a meaningful way (e.g., point of view, use of evidence). The task asks students to develop an imagined experience or event, based on the informational texts using effective technique, descriptive details, and clear event sequences. The student’s fictional narrative should be based on the information gleaned from the passage(s).

Grades 6-8 Passages and Writing Task Descriptions

Description of Passages	
Literary Text	Informational Text
<ul style="list-style-type: none"> • Stories (e.g., adventure stories, historical fiction, science fiction, realistic fiction, etc.) • Poetry • Dramas 	<ul style="list-style-type: none"> • Biographies, autobiographies, and memoirs • Journalism, essays, and opinion pieces • Speeches • Passages about history, social studies, science, and the arts • Historical, scientific, and technical texts

Description of Writing Tasks		
Writing Mode	Literary Text	Informational Text
<p>Argument</p> <p>6.W.TTP.1 7.W.TTP.1 8.W.TTP.1</p>	<ul style="list-style-type: none"> • Students read a single literary passage or a pair of literary passages that are related in a meaningful way (e.g., theme, plot). • For argument, the task asks students to develop one or more claims about the passage(s) and organize reasons and evidence in support of the claim(s). • The reasons and evidence should be drawn from the passage(s). 	<ul style="list-style-type: none"> • Students read a single argumentative passage or a pair of argumentative passages that are related in a meaningful way (e.g., point of view, use of evidence). • For argument, the task asks students to analyze the passage(s) to develop one or more claims and provide reasons and evidence in support of the claim(s). • The reasons, information, and evidence should be drawn from the passage(s).
<p>Informational/ Explanatory</p> <p>6.W.TTP.2 7.W.TTP.2 8.W.TTP.2</p>	<ul style="list-style-type: none"> • Students read a single literary passage or a pair of literary passages that are related in a meaningful way (e.g., theme, plot). • The task asks students to examine a topic in the passage(s) and clearly organize and convey ideas about the passage(s). For 	<ul style="list-style-type: none"> • Students read a single informational passage or a pair of 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 passage(s) and clearly organize and convey

	<p>paired passages, the task may ask for comparison or integration of a topic or ideas.</p> <ul style="list-style-type: none"> The ideas should be drawn from evidence within the passage(s). 	<p>information from the passage(s). For paired passages, the task may ask for comparison or integration of information.</p> <ul style="list-style-type: none"> The ideas should be drawn from evidence within the passage(s).
<p>Narrative 6.W.TTP.3 7.W.TTP.3 8.W.TTP.3</p>	<ul style="list-style-type: none"> Students read a single literary passage or a pair of literary passages that are related in a meaningful way (e.g., theme, plot). 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(s). 	<ul style="list-style-type: none"> Students read a single informational passage or a pair of informational passages that are related in a meaningful way (e.g., point of view, use of evidence). The task asks students to develop an imagined experience or event based on the informational texts using effective technique, descriptive details, and clear event sequences. The student’s fictional narrative should be based on the information gleaned from the passage(s).

EOC (English I + English II) Passages and Writing Task Descriptions

Description of Passages	
Literary Text	Informational Text
<ul style="list-style-type: none"> Stories (e.g., adventure stories, historical fiction, science fiction, realistic fiction, parodies, and satire) Poetry Dramas 	<ul style="list-style-type: none"> Biographies, autobiographies, and memoirs Journalism, essays, and opinion pieces Speeches Passages about history, social studies, science, and the arts Historical, scientific, and technical texts

Description of Writing Tasks		
Writing Mode	Literary Text	Informational Text
<p>Argument 9-10.W.TTP.1</p>	<ul style="list-style-type: none"> Students read a single literary passage or a pair of literary passages that are related in a meaningful way (e.g., theme, plot). For argument, the task asks students to develop one or more claims about the passage(s) and organize reasons and evidence in support of the claim(s). The reasons and evidence should be drawn from the passage(s). 	<ul style="list-style-type: none"> Students read a single argumentative passage or a pair of argumentative passages that are related in a meaningful way (e.g., point of view, use of evidence). For argument, the task asks students to analyze the passage(s) to develop one or more claims and provide reasons and evidence in support of the claim(s). The reasons, information, and evidence should be drawn from the passage(s).
<p>Informational/ Explanatory 9-10.W.TTP.2</p>	<ul style="list-style-type: none"> Students read a single literary passage or a pair of literary passages that are related in a meaningful way (e.g., theme, plot). The task asks students to examine a topic and clearly organize and convey ideas about the passage(s). For paired texts, the task may ask for comparison or integration of a topic or ideas. The ideas should be drawn from evidence within the passage(s). 	<ul style="list-style-type: none"> Students read a single informational text or a pair of informational texts 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 passage(s). The task may ask for comparison or integration of information. The ideas and information should be drawn from evidence within the passage(s).
<p>Narrative 9-10.W.TTP.3</p>	<ul style="list-style-type: none"> Students read a single literary passage or a pair of literary passages that are related in a meaningful way (e.g., theme, plot). 	<ul style="list-style-type: none"> Students read a single informational text or a pair of informational texts that are related in a meaningful way (e.g., point of view, use of evidence).

	<ul style="list-style-type: none"> • The prompt 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(s). 	<ul style="list-style-type: none"> • The task asks students to develop an imagined experience or event based on the informational text using effective technique, descriptive details, and clear event sequences. • The student’s fictional narrative should be based on the information gleaned from the passage(s).
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Descriptions of Writing Modes

Please note that the following descriptions represent how the three writing modes are considered from an assessment perspective. The following descriptions are not intended to be used as instructional guidance. For additional information about the three modes of writing, please consult the Tennessee Academic Standards [here](#). Additionally, the specific writing rubrics for the various modes and grade levels may provide additional clarification. The Tennessee writing rubrics can be found [here](#).

Opinion/Argument

Opinion writing is a precursor to argumentation. In grades K-5, the term “opinion” is used to refer to the developing form of argument.

- Opinion writing clearly articulates a position on a topic and supports the position with reasons and evidence from the text.
- Opinion writing does not necessarily seek to change the reader’s mind; however, opinions make the position and intent clear to the audience.
- In grades K-5, students develop a variety of methods to extend and elaborate their position by providing examples, offering reasons for their assertions, and explaining cause and effect, which are steps on the road to argument.

Argumentative writing is expected in grades 6-12.

- Arguments are reasoned, logical ways of demonstrating that the writer’s position, belief, or conclusion is valid.
- Arguments are used to try to change the reader’s point of view. Alternately, arguments may ask the reader to accept the writer’s explanation or evaluation of literary or informational texts, concepts, issues, or problems.
- Students make claims and defend their interpretations or judgments with evidence from the text.

Informational/Explanatory

Although information is provided in both arguments and explanations, the two types of writing have different aims:

- Explanations start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to convince them of the validity of a certain point of view.
- Informational/explanatory writing integrates information and conveys it accurately.
- Informational/explanatory writing intends to help readers better understand a procedure or process or to provide readers with an enhanced comprehension of a subject.
- Students develop a focused idea or thesis throughout the writing.

Narrative

- Narrative writing conveys a vivid picture of an experience, either real or imaginary, and uses time as its structure.
- Narratives can take the form of creative fictional stories, memoirs, and anecdotes.
- Over time, students learn to provide visual details of scenes, objects, or people; to depict specific actions; to use dialogue and interior monologue that provides insight into the narrator's and characters' personalities and motives; and to manipulate the pace to highlight the significance of events and create tension and suspense.