

Alabama Comprehensive Assessment Program Text-Dependent Writing (TDW) Fact Sheet: Grade 3

The ELA portion of the ACAP Summative in grade 3 includes a TDW session. This session provides the student with a literary or informational text or set of texts followed by a TDW item. To successfully respond to the TDW, the student must address the task completely. For a literary text or set of texts, the student must write a narrative response and connect the source material to the narrative. For an informational text or set of texts, the student must write an informative/explanatory or argumentative response and support the response (ideas, argument with evidence from the text(s)). The student is expected to use writing skills to compose a detailed narrative or essay response. The TDW is an opportunity to measure the student's writing skills as well as the student's ability to analyze and use information from the text(s) to address a

TDW

A TDW requires the student to demonstrate an in-depth understanding of the text(s) read.

A TDW connects writing to reading. It measures how well the student can use what was read to create a response based on evidence from the text(s).

A TDW requires the integration of the reading, writing, and language skills that are defined in the Alabama Course of Study.

The TDW for grade 3 addresses a mode-specific writing standard (33: narrative, 34: informative, 35: argumentative) and a conventions standard (36).

The demand required of the student's reading and writing skills is similar to the demand required for the student to be college and career ready.

Successful TDW

The student demonstrates deep understanding of the text(s).

The student thoroughly analyzes the literary or informational text(s).

The student uses a strong organizational structure that includes an opening, development with elaboration, and a closing.

The student uses events and characters from the literary text(s) as the basis for the narrative response. The student uses central ideas, details, and examples from the informational text(s) as evidence to support the informative/explanatory or argumentative response.

The student uses correct conventions.

The student uses precise language and vocabulary.



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