



Instructional Guide

Writing
to
Persuade

Grade 7 Anchor Set Annotations
Spring 2009 WASL in Writing

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Office of Superintendent of Public Instruction

Grade 7 Anchor Set Annotations, Spring 2009 WASL in Writing**Instructional Guide - Writing to Persuade****Introduction**

The following guide is designed to use with staff, to introduce the use of the *Grade 7 Anchor Set Annotations, Spring 2009 WASL in Writing* document. The document has two applications:

- ◆ Teachers in grades 5-7 will be able to use the document as a tool for identifying quality student writing, improving writing instruction, and improving student achievement in writing.
- ◆ The materials in the document may also be used to teach students to assess and improve the quality of their own writing and to set goals.

Purpose

The purpose of this publication is to encourage a staff presentation introducing the *Grade 7 Anchor Set Annotations, Spring 2009 Writing WASL* document.

A staff presentation will lay the foundation for grade-level teams, cross-grade level teams, or individual teachers to delve further into the *Annotations* document for the purpose of enhancing writing instruction.

Presentation Overview

Arrange participants in groups of 3–5 people per group. The presentation should take approximately one hour.

- | | |
|--|--------------|
| 1) General Information for Staff | (2 minutes) |
| 2) Scoring Activity | (15 minutes) |
| 3) Instructional Implications Discussion | (15 minutes) |
| 4) Debriefing the Activity: Group Discussion | (14 minutes) |
| 5) Next Steps/Conclusion | (14 minutes) |

- Note: A detailed outline of the “Instructional Guide” and the materials needed for the presentation are attached. The student responses and scoring guide in this packet will need to be copied for participants.

Materials/Arrangements Needed for Presentation:

One copy for each participant

- *Student Responses: A Sample Selection*
- *Content, Organization, and Style Scoring Guide*
- *Grade 7 Anchor Set Annotations, Spring 2009 WASL in Writing*

Presentation Steps:

1) General Information for Staff

This document contains student responses from the *High School Anchor Set Annotations, Spring 2009 WASL in Writing* document. The purpose of the document is to give examples of student writing at the levels described in the scoring guide. The materials should be useful for all teachers in grades 8–10.

(Hold up a copy of the *Grade 7 Anchor Set Annotations, Spring 2009 WASL in Writing*, but do not pass it around at this time.)

Remember, on the Grade 7 WASL in Writing, students respond to two prompts, one **expository prompt** and one **persuasive prompt**. We will work in groups today on an activity using the persuasive prompt and the *Content, Organization, and Style Scoring Guide*.

2) Scoring Activity

(Distribute *Student Responses: A Sample Selection*. Do not distribute the *Content, Organization, and Style Scoring Guide* at this time.)

- ◆ In this packet are six student responses written to the following persuasive prompt: Some schools are considering putting video cameras in classrooms to ensure student safety. Do you agree or disagree with this idea? Write a multiple-paragraph letter to your principal persuading him or her to support your position.
- ◆ Read the six student responses. Put them in three piles—high, middle, low.
- ◆ Discuss rankings in your group and come to a consensus as a group.
- ◆ Discuss the rankings in the whole/large group.
- ◆ Distribute the *Content, Organization, and Style Scoring Guide*.
- ◆ Using the scoring guide, assign scores for each paper first in the small group, then the large group. Use the scoring guide to defend the scores.
- ◆ Discuss if/why the scores were different from the original rank order.

3) Discuss the instructional implications for students to improve the quality of responses in content and/or organization and/or style. Discuss as a group how you would teach to that instructional priority.

- ◆ (Ask groups to share the instructional priorities they identified and explain how they would teach to those priorities.)

4) Debriefing the Activity: Group Discussion

- ◆ What new insights did you gain about the WASL and how it is scored?

- ◆ How could students use these same sample papers?
 - Individually draft a response to the prompt.
 - Work in groups to sort the six sample responses into two categories: strong and weak.
 - Generate two lists of descriptions: one for the weak papers and one for the strong papers.
 - Use the scoring guide to evaluate two or three of the six sample responses.
 - Evaluate the same response individually, then discuss as a small group, and finally debrief group ideas with the whole class.
 - Practice revising to improve content, organization, and style as a whole class, using a copy of one of the sample responses on an overhead transparency along with the scoring guide.
 - Revise individual draft response to the prompt, using the scoring guide to improve the draft for content, organization, and style.
 - Repeat the process above to edit for conventions, using the *Conventions Scoring Guide* with the sample responses and then individual drafts.

5) Next Steps/Conclusion

- ◆ This is an introduction to the materials contained in *Grade 7 Anchor Set Annotations, Spring 2009 WASL in Writing* document.

- ◆ There are many more student samples for both the persuasive prompt and the expository prompt contained in the *Annotations* document, complete with scores and annotations for content, organization, and style, as well as for conventions.

- ◆ What are some of the ways we might delve further into the *Annotations* document? For example, we could learn more about how conventions are scored; staff and students could work together to develop a “student friendly” version of the scoring guides, or we could decide to meet in grade-level or cross-grade level groups, including special education and Title I specialists, to further study the *Annotations* document.

Suggestions for Additional Writing Resources for Staff

- *Grade Level Expectations (GLE) for Writing*
- *OSPI Middle School Instructional Support Modules for Writing*

Grade 7 Anchor Set Annotations Spring 2009, Writing

Student Responses
A Sample Selection

Persuasive Writing Task B**Final Draft**

Directions: Before you begin your final draft, read the checklist on page 12 again. Then make revisions and edits to your first draft according to the checklist. When you have made your revisions and edits, write your final draft on this page and the next four pages as you need them. **Reminder:** Use a No. 2 pencil only. Do not use a mechanical pencil or pen.

After you have finished writing your final draft in this booklet, read the checklist one more time to make sure you have done your best writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a commercially published thesaurus and dictionary in print form only. No electronic tools may be used. Your final draft will be scored.

Video Cameras in Classrooms

Some schools are considering putting video cameras in classrooms to ensure student safety. Do you agree or disagree with this idea? Write a multiple-paragraph letter to your principal persuading him or her to support your position.

Should they start putting video cameras in class rooms? No, this is unnecessary. Why? Because it could distract kids from their learning!

There are many kids who would take the opportunity of being filmed and start showing off! They may think it would be fun or exciting to be on video and get very distracted from

Persuasive Writing Task B

Final Draft

You may continue your final draft on this page.

their schooling.

There are also a few young people who would feel shy and uncomfortable being filmed. The thought of someone video taping them could make them feel very scared and influence their school work!

If there are good teachers in the class room and the rules are clear, there is no reason for a camera because students will behave.

The need for camras in class rooms is not high. They will only distract students from their work. Do not put camras in classrooms!

Persuasive Writing Task B

Final Draft

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Video Cameras in Classrooms

Some schools are considering putting video cameras in classrooms to ensure student safety. Do you agree or disagree with this idea? Write a multiple-paragraph letter to your principal persuading him or her to support your position.

Dear Ms. Paster, I disagree with the idea of putting video cameras in the classrooms because if you put cameras in the classrooms it would be like if someone is watching us all day. I also disagree because the students won't pay attention in the class room because they would think that all day someone is watching them. I also think that if you put cameras in the classes it would be making kind of shy because when I was doing my ~~test~~ test like ~~seven~~ one o'clock I was shy of doing my test because I thought someone was



Persuasive Writing Task B

Final Draft

You may continue your final draft on this page.

watching me. so if you want to put cameras in the
classrooms I would say no
sign Frank Hampton

Lined writing area with 18 horizontal lines.

T

Persuasive Writing Task B

F

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Video Cameras in Classrooms.

Some schools are considering putting video cameras in classrooms to ensure student safety. Do you agree or disagree with this idea? Write a multiple-paragraph letter to your principal persuading him or her to support your position.

I think that you should put video cameras in classrooms. I think it would be a good idea because it would prevent students from cheating. It would also be able to show you what happened if there is a crime in the classroom and stop students from cheating on large and important tests.

Persuasive Writing Task B

Final Draft

You may continue your final draft on this page.

One reason is if someone stole something, the camera would be able to video tape it. Eventually someone is going to find out it was missing or stolen and they are going to rely on the video camera to find out who it is. Once they look back on the tape they will find out who did it.

Another reason would be, for a crime. If someone broke into a classroom and harmed students and teachers, then the camera would be able to video tape it. Once its video taped the police can find out what they need to catch the criminal without the camera in this kind of desperate time many people could die and

T **Persuasive Writing Task B** F**Final Draft**

You may continue your final draft on this page.

the police may never find the criminal.

My last reason is if someone cheats. If the students are working on a project or test and someone is cheating, then the camera can video tape it. Once the teacher looks back at the tape they will see them cheating. The camera would be most important during big tests like the WASL. If they find out someone is cheating they will get the grade they deserve. If there isn't a camera and someone cheats on a very big test nobody will ever find out.

These three important reasons

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Video Cameras in Classrooms

Some schools are considering putting video cameras in classrooms to ensure student safety. Do you agree or disagree with this idea? Write a multiple-paragraph letter to your principal persuading him or her to support your position.

Dear Principal,

I disagree with having cameras in the classrooms. I know that you're putting cameras in the classrooms to protect us, students. But you haven't thought about the things that could hurt us. For one thing, not everyone would like a video camera taping them. Just think about it this way: Would you like someone to video tape you? Whatever you think about someone video taping you,

Persuasive Writing Task B

Final Draft

You may continue your final draft on this page.

is how we feel about it. This was the first reason you shouldn't put cameras in the classrooms to protect us.

The second reason you shouldn't put cameras is because the guy who has the videotape could give it to a bad guy who kills kids and he doesn't even know that he's bad. Then the bad guy would search the person he wants on the internet and find his or her address. This would cause a lot of trouble for the parents and the school. Which is not good. Who knows what the bad guy is going to do next. That's why you shouldn't put cameras.

The third reason why it's not a good idea to put cameras is because someone could post it on the internet. Yeah, I know you may think it's not possible, but it could happen. Nobody knows who knows them, that they don't. And people



Persuasive Writing Task B



Final Draft

You may continue your final draft on this page.

could find the person on the internet too.
That's why you shouldn't put cameras in the
classroom.

Sincerely,
Tory

Blank lined area for writing.

Persuasive Writing Task B

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Video Cameras in Classrooms

Some schools are considering putting video cameras in classrooms to ensure student safety. Do you agree or disagree with this idea? Write a multiple-paragraph letter to your principal persuading him or her to support your position.

Thursday, April 23, 2009.

Dear Mr. Grant,

I think we shouldn't put cameras in classrooms. It MIGHT ensure our safety, but it wouldn't help student's focus during class. Many people will goof off or be shy. There will be reactions from students that we don't need.

First of all, in this low economy it would be bad choice purchasing cameras. It would be a good idea

Persuasive Writing Task B

Final Draft

You may continue your final draft on this page:

to stop using what money we have left. We might even cut sports. Our school should stick with what we have, and buy what we really, absolutely need. Cameras would just be accessories to our school.

There are people who like cameras and people who don't. If we had cameras, some students wouldn't answer questions, because they don't want their face or voice in a recording. It would be embarrassing to them while others will attract attention to themselves. By running around the classroom, answering questions wrong on purpose, etc. Anyone could imagine what would happen.

Again, we've been doing fine without cameras. They're haven't really been any problems, and if they're were we should know about it. We haven't been practicing fire, earthquake, lockdown, etc.

Persuasive Writing Task B

Final Draft

You may continue your final draft on this page.

drills for nothing!

We can't always rely on cameras. They could run out of batteries or whatever they run on. And usually we'd be in a lockdown before anyone can come inside the classroom. Dangerous people are usually on campus, but outside of the classroom. I think that we can rely best on our human eyes. Cameras are man-made items. They could fail us anyday.

If I was in your position Mr. Grant, I wouldn't even think about using cameras. After all, the faults are there, and we would gain much more without using cameras: more money, students staying on task more, etc. It would be a better choice to stick with what we have. Back to more drills, and trusting our close neighborhoods, smoke detectors, and us!

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Video Cameras in Classrooms

Some schools are considering putting video cameras in classrooms to ensure student safety. Do you agree or disagree with this idea? Write a multiple-paragraph letter to your principal persuading him or her to support your position.

Dear principal, I am a student from McNight middle school and I strongly agree that, there should be video cameras in classes to help students and teachers.

There should be a video camera in class because no one should be cheating in tests and

Persuasive Writing Task B

Final Draft

You may continue your final draft on this page.

Unopen book class works. Every body should get grades based on how good they studied not just by cheating.

There should be video cameras in class to help every bodies stuff in class from getting stolen. A lot of kids this time has started to steal other kids stuff and this should not be going on any longer. So, to prevent this there should be video camera in class. This helps a student who steal to protect his hands from doing crime.

If there is a video camera in class it will help students do good because he/she won't be

T **Persuasive Writing Task B** F**Final Draft**

You may continue your final draft on this page.

able to cheat. which helps them
to stay out of trouble and start
studying hard to get good grades
by their self with out cheating.

So, principal I believe, you
would put video cameras in classes
because I think the reasons I wrote
above would convince you.

Sincerely student

Grade 7

Content, Organization, & Style Scoring Guide

Points	Description
4	<ul style="list-style-type: none"> • Maintains consistent focus on topic and has selected relevant details • Has a logical organizational pattern and conveys a sense of wholeness and completeness • Provides transitions which clearly serve to connect ideas • Uses language effectively by exhibiting word choices that are engaging and appropriate for intended audience and purpose • Includes sentences, or phrases where appropriate, of varied length and structure • Allows the reader to sense the person behind the words
3	<ul style="list-style-type: none"> • Maintains adequate focus on the topic and has adequate supporting details • Has a logical organizational pattern and conveys a sense of wholeness and completeness, although some lapses occur • Provides adequate transitions in an attempt to connect ideas • Uses adequate language and appropriate word choices for intended audience and purpose • Includes sentences, or phrases where appropriate, that are somewhat varied in length and structure • Provides the reader with some sense of the person behind the words
2	<ul style="list-style-type: none"> • Demonstrates an inconsistent focus and includes some supporting details, but may include extraneous or loosely related material • Shows an attempt at an organizational pattern, but exhibits little sense of wholeness and completeness • Provides transitions which are weak or inconsistent • Has a limited and predictable vocabulary which may not be appropriate for the intended audience and purpose • Shows limited variety in sentence length and structure • Attempts somewhat to give the reader a sense of the person behind the words
1	<ul style="list-style-type: none"> • Demonstrates little or no focus and few supporting details which may be inconsistent or interfere with the meaning of the text • Has little evidence of an organizational pattern or any sense of wholeness and completeness • Provides transitions which are poorly utilized, or fails to provide transitions • Has a limited or inappropriate vocabulary for the intended audience and purpose • Has little or no variety in sentence length and structure • Provides the reader with little sense of the person behind the words

**2009 Grade 7 Instructional Guide
Sample Papers - Persuasive
Answer Key**

Paper #	COS Score	Notes
Persuasive Sample 1	2	
Persuasive Sample 2	1	
Persuasive Sample 3	3	
Persuasive Sample 4	3	
Persuasive Sample 5	4	
Persuasive Sample 6	2	