

Grade 6 Second Prompt

Persuasive Writing an Editorial

English/Language Arts Content Standards:

- 1.0 Writing Strategies
- 2.0 Writing Applications (Genres and Their Characteristics)
- 2.5 Write persuasive compositions
 - a. State a clear position on a proposition or proposal
 - b. Support the position with organized and relevant evidence
 - c. Anticipate and address reader concerns and counter-arguments

Writing Situation

Many things happen in our daily lives that have an effect on our communities and environment. We form opinions about some of the issues that affect the way we think and act (i.e., graffiti, parks closing, more respectful treatment by neighborhood store owners). Select a topic from your school or community that you feel strongly about. (Allow an opportunity for discussion.)

Directions for Writing

Write an editorial for your school newspaper clearly stating your thoughts and position on this issue. Use words and phrases to strengthen your position. Think of some possible concerns and counter-arguments that might arise from those who have a differing opinion and address them. Carefully organize the editorial to make it easy for others to follow your thinking.

Writing and Convention Standards

For this task, students will write an editorial that will:

- a. clearly state the writer's position.
- b. support the position with organized, relevant evidence.
- c. anticipate possible objections and address them.
- d. use effective selection of words to strengthen the position.
- e. demonstrate grade-level appropriate sentence structure, grammar, punctuation, capitalization, and spelling.

Resources:

Reading/Language Arts Framework for California Public Schools, p 148

Write Source 2000: Lesson Plans and Assessments, pp. 124 – 127

Write Source 2000, pp. 115 – 122, 143, 172, 292 – 296, 106

Program Guide, pp. 349-354

Grade 6 Second Prompt Rubric

Persuasive Writing an Editorial

4	<ul style="list-style-type: none">▪ Fully addresses the prompt.▪ Is clearly organized in a logical sequence that anticipates and address reader concerns and counterarguments.▪ Is a multi-paragraph composition with an introduction that states a clear position on the proposition or proposal, supporting details that present relevant evidence as well as possible counterarguments, and a concluding paragraph that summarizes important ideas and details and links to the purpose of the composition.▪ Contains effective transitions and conjunctions to connect and unify the important ideas.▪ Has complete, coherent sentences that use a variety of patterns that include compound and complex sentences.▪ Has effectiveness and variety of word choice.▪ Contains expressive language with convincing details that are relevant for the proposed audience.▪ Has grade-level appropriate spelling, grammar, capitalization, and punctuation; contains few, if any, errors that do not interfere with understanding the writing.▪ Has fluid legible handwriting.
3	<ul style="list-style-type: none">▪ Responds to the prompt.▪ Is organized in a logical sequence and may address the concerns and counterarguments of other readers.▪ Is a multi-paragraph composition with an introduction that states a position, some details that support the position with evidence and addresses possible concerns of other readers, and a conclusion.▪ Contains effective transitions and conjunctions to connect and unify the important ideas.▪ Has mainly complete sentences that use more than one pattern that includes compound and complex sentences.▪ Has some variety in word choice.▪ Has some expressive language with details that are appropriate for the proposed audience.▪ Has mainly grade-level appropriate spelling, grammar, capitalization, and punctuation; contains some errors that do not interfere with understanding the writing.▪ Has legible handwriting.

<p>2</p>	<ul style="list-style-type: none"> ▪ Attempts to respond to the prompt. ▪ May lack organization. ▪ May lack proper paragraphing and/or details; may lack causes and/or solutions; may not address the concerns of other readers; may not indicate a purpose. ▪ May contain few transitions and/or conjunctions to connect ideas. ▪ May have incomplete or incoherent sentences that may use only one pattern. ▪ May have little or no variety in word choice. ▪ Has details that may be inappropriate for the proposed audience. ▪ May contain many errors in spelling, grammar, capitalization, and/or punctuation that may interfere with understanding the writing. ▪ Has legible handwriting that is mostly with errors that may interfere with meaning.
<p>1</p>	<ul style="list-style-type: none"> ▪ May not respond to the prompt. (May be off topic.) ▪ Lacks organization. ▪ Lacks paragraphs and/or does not include details; does not address the concerns of other readers. ▪ Contains no transitions and/or conjunctions to connect ideas. ▪ Has mainly incomplete and/or incoherent sentences. ▪ May not consider the proposed audience. ▪ Contains mainly basic sight words with no descriptive language. ▪ May contain frequent and numerous errors in spelling, grammar, capitalization, and punctuation that interfere with the understanding of the writing. ▪ Handwriting may be mostly illegible.
<p>BP</p>	<ul style="list-style-type: none"> ▪ Blank Paper

Grade 6 Second Prompt

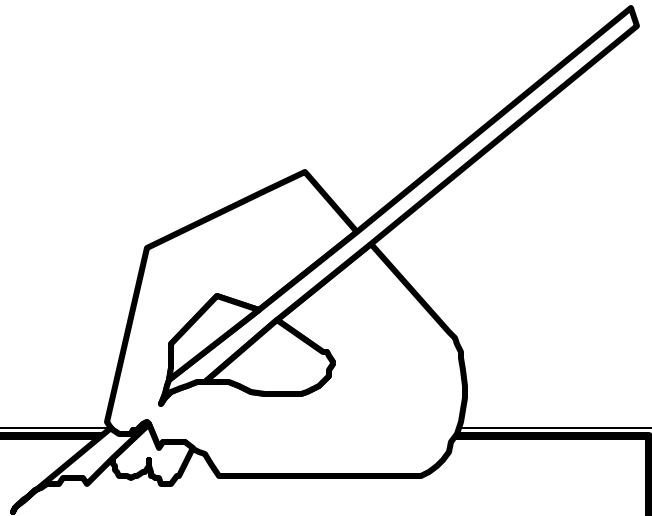
Persuasive Writing an Editorial

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- b. support your position with organized, relevant evidence.
- c. anticipate possible objections and address them.
- d. use effective selection of words to strengthen the position.
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District Writing Sample Scoring Rationale

Second Prompt, Grade 6

Persuasive

Writing a Persuasive Article

Rubric Score Point: 4 anchor

Characteristics that make the paper an anchor 4:

- a. Very focused on prompt.
- b. Has complete, coherent sentences with relevant convincing details, including a variety of sentence patterns.
- c. Uses clear paragraphs that state a position supporting an issue with relevant evidence and a strong concluding paragraph.
- d. Clearly addresses concerns and counter arguments of the reader.
- e. Excellent grabber and wraps it up nicely.
- f. Contains effective word choice.
- g. Includes some spelling errors.

Additional instructional steps for the writer's growth would include:

- a. Practicing grade level appropriate spelling, i.e., a lot.
- b. Conferencing with the student about the proper way to form plurals and the correct usage of the apostrophe.

Teacher Notes:

Trash

It's dirty, it's nasty, and it's plain out ugly. That's right, it's trash. Even though trash may seem like a little problem, it's not. Trash pollutes our air, makes the world look dirty, and even makes our water dirty. Animals and other living things sometimes die because trash.

I realize that some people don't want to pick up trash because they say they didn't do it but they live in this world and they should help win through they didn't make the mess. We already have a lot of pollution in this world that already messes up the ozone layer and we don't need anymore. A lot of the trash causes acid rain. Most of the trash does not biodegrade like baby diapers and cans. If it rains and a baby diaper is sitting there, parts of the diaper would come off and go into the soil.

Trash does not only pollute the air, it also takes lives. Birds and sea turtles and other animals die by starvation because soda bottles get caught around⁴⁵

their necks. Some plants also die because of trash. Some of the plants and animals are rare and if we keep on throwing trash everywhere, the plants and animals will be extinct.

We should have a day where all of the students get a day to pick the trash and make the world and the campus look cleaner. We should not ignore trash no more and if we keep on ignoring trash the world would be polluted badly.

District Writing Sample Scoring Rationale

Second Prompt, Grade 6

Persuasive

Writing a Persuasive Article

Rubric Score Point: 4 low

Characteristics that make the paper a low 4:

- a. Has complete coherent sentences with relevant, convincing details, including a variety of sentence patterns.
- b. Contains clear paragraphs that state a position supporting an issue with relevant evidence and a strong concluding paragraph.
- c. Clearly addresses concerns.
- d. Has grade level appropriate grammar, spelling, capitalization, and punctuation.
- e. Includes a variety of sentence structure using ample transitions.
- f. Uses examples to support opinions.
- g. Does not address counterarguments.

Additional instructional steps for the writer's growth would include:

- a. Demonstrating how to write a counterargument then coaching the student through the process.
- b. Reviewing the correct cursive handwriting for o's and f's.

Teacher Notes:

Extending the Scholyear

Governor Gray Davis wants to extend the Junior High school year by six weeks. I am very much against this proposal, and here's why.

First of all, I am against this because the kids should have a right to their own summer vacation. We already spend more than 30% of our life in school. Kids need a break ~~one~~ ~~and~~ ~~a~~ while, and adults don't realize this. If we did have six more weeks of school, we only have four more weeks till school starts up again. At the end of the school year, kids are already tired and ready to relax.

Not all kids should have to go to ~~school~~ if they don't need it, so I came up with a solution. At the end of the year, a test should be given out. If you pass the test, you'll be on your way to a wonderful summer. If you don't, you'll have to go to summer school.

Another solution might be to extend the school day by one hour. Then⁴⁹ by the end of the year, there's extra six

weeks will be filled.

In conclusion, it is up to you to make your education work. You can choose to slack off and not pay attention, or improve your grades and work hard.

Consider this proposal and know this could affect others, as well as you.

I am against the six week extension.

District Writing Sample Scoring Rationale

Second Prompt, Grade 6

Persuasive

Writing a Persuasive Article

Rubric Score Point: 3 high

Characteristics that make the paper a high 3:

- a. Responds to the prompt using complete sentences and convincing details that are relevant for the proposed audience.
- b. Contains a variety of sentence beginnings and more than one sentence pattern.
- c. Addresses the possible concerns and counterarguments of other readers.
- d. Has mainly grade-level appropriate grammar with some misspelled grade-level appropriate sight words.
- e. Contains a good grabber in the opening paragraph and a good use of figurative language.
- f. Includes appropriate and thorough solutions to the problem given.
- g. Consists of some misspelled words and grammar errors.

Additional instructional steps for the writer's growth would include:

- a. Modeling how to improve word choice variety.
- b. Instructing the student to leave time to proofread work for errors and correct.

Teacher Notes:

Equipment at Fremont! Is there Enough?

Yes, we do have equipment, and it is being played with every day, but it's limited and in poor condition. . . . students at Fremont are the ones that put them in poor condition, but if you were to put them away nicely and keep an eye on them, they wouldn't be in as bad a shape as they are now. Also give consequences for what they are doing to our dodge balls, basket balls, soccer balls, tether balls, and jump ropes. Like if they sit on the balls or kick the basket balls instead of soccer balls, I suggest them from playing with the balls for the rest of the week. Now that should make a big difference on our campus.

I would like to argue with the fact that we have lots of balls, but they are flat and boxed up on the side of the Vice Principals' trailer. I don't know why they're boxed up, we've never even used them before. I see if they had a whole in them, but they've never been used. So why buy them if we can't use them. Figuratively speaking as long as our balls stay flat our school spirit will stay flat. I know. Some one must think that we have enough equipment or they would have picked the issue a long time ago, and we wouldn't have had this problem now.

One of the things we can do to stop the shortage of the equipment is to put our ballroom into use. We have a ballroom but ~~no one~~ uses it. If you can't find anyone to work in it just start assigning kids because I know they'd love to do it. ~~you could assign kids to the subject~~, you put all the equipment into the ballroom, and have the kids line up at the door as they want to be given the ball they asked for, they sign their name, Teacher's name, and what ball they'd received. That'll also make a big difference to our campus.

Lots of kids would like to play with equipment, but because our equipment is limited some kids go without. Many kids think that our equipment should be multiplied because ~~every~~ ^{more} one doesn't get to play with them. ~~It~~ should be enough equipment for everyone to get one thing. Like I said at first many kids ~~think~~ that it is an ^{injusticed} ~~partridge~~, but because of their shyness the ~~work~~ ^{idea} has been left alone.

~~It~~ will remind you that our campus is being ^{misman} ~~partridge~~ ^{like} should have the right to play with our equipment. So as I end this, first remember how we can make these differences to our campus.

Fremont
4th grade

So think about my ballroom suggestion and ~~remember~~ ^{remember} my dream will become a dream come true.

District Writing Sample Scoring Rationale

Second Prompt, Grade 6

Persuasive

Writing a Persuasive Article

Rubric Score Point: 3 anchor

Characteristics that make the paper an anchor 3:

- a. Responds to the prompt using mainly complete sentences with appropriate detail for audience.
- b. Contains more than one sentence pattern and has some variety of vocabulary.
- c. Addresses possible concern of other readers.
- d. Has discernible paragraphs stating a position and a concluding paragraph stating an opinion.
- e. Contains a good grabber in first paragraph.
- f. Requires a solution to be provided in the essay.
- g. Lacks a strong final paragraph.

Additional instructional steps for the writer's growth would include:

- a. Exposing the student to quality literature that emphasizes strong concluding paragraphs then showing the student how to add those techniques to their own writing.
- b. Modeling a variety of ways to begin sentences.
- c. Demonstrating how to write a counterargument then coaching the student through the process.

Teacher Notes:

Language Arts
Persuasive Essay

Graffiti

It's ugly! It is absolutely ugly. I really don't care if people think it is art, because it isn't. Graffiti is all over the world. People don't think of how ugly it is until it happens to them. I think it is one of the many stupid things people do to the earth. Every time some tagger comes and opens a spray can it pollutes the air.

This graffiti is a disgrace to our community. If nobody stops this, just think of how horrible our planet will look. When we have kids they are not going to be able to experience the beautiful world that we once lived in. I really think that it is a disgrace to not only the community, but to the world.

If someone gets caught tagging they could get into some serious trouble. If you are an adult you will be arrested and

sent to jail. If you are younger than an adult then you will be sent to juvenile hall. I really don't think anyone wants to be sent to either one of those.

I hope that you can help me stop this horrible habit. You wouldn't like it if it happened to you. Thank you for your cooperation. I wish that this gross thing will stop.

District Writing Sample Scoring Rationale

Second Prompt, Grade 6

Persuasive

Writing a Persuasive Article

Rubric Score Point: 3 low

Characteristics that make the paper a low 3:

- a. Responds to the prompt using complete sentences with details appropriate for proposed audience.
- b. Contains more than one sentence pattern and has some variety in word choice.
- c. Addresses the possible concern of other readers.
- d. Has mainly grade-level appropriate grammar, capitalization, and punctuation.
- e. Includes very few, if any, misspelled words and is neatly written.
- f. Contains several good reasons/examples to support his/her opinion.
- g. Is deficient in creating a variety in sentence beginnings.

Additional instructional steps for the writer's growth would include:

- a. Demonstrating how to use a grabber in the opening paragraph and expanding other paragraphs to provide more information.
- b. Modeling a variety of ways to begin sentences.
- c. Exposing the student to quality literature that emphasizes a strong concluding paragraph then showing the student how to add those techniques to his/her own writing.

Teacher Notes:

Extra Thirty Days of School

The issue is that Governor Davis wants sixth, seventh, and eighth graders to go to school an extra thirty days. My opinion on this is that it is a bad idea.

If we go to school for the extra thirty days the school would have to pay for the electricity bill. The school would also have to pay for running the school. They would also have to pay the teachers. Some teachers might even want a raise for working extra.

Davis wants us to go to school for an extra thirty days so that we can learn more Algebra. Why can't we learn Algebra in regular school or in summer school. He wants us to learn more Algebra so that we can be mathematical scientists. He wants us to sit in front of a computer all day and work.

If we go to school for an extra thirty days we won't get to visit with our family from out of state. We won't get to go on any family vacations. We won't get to go to

summer camp, and we are already offered summer school. Even if we do go to school, extra some kids probably won't come to school because their parents don't want to take them. Parents would complain because they would have to spend more gas money.

In some ways this is a good idea BUT in most ways its a bad idea. Parents might like it because it would be free. Babysitting, they would have to pay for gas but free babysitting. So going to school for an extra thirty has its ups and downs.

District Writing Sample Scoring Rationale

Second Prompt, Grade 6

Persuasive

Writing a Persuasive Article

Rubric Score Point: 2 high

Characteristics that make the paper a high 2:

- a. Addresses the concerns of other readers.
- b. Responds to the prompt but contains some details that are inappropriate for the proposed audience.
- c. Contains little or no variety in word choice.
- d. Contains mainly one sentence pattern, but mostly complete sentences.
- e. Contains random capitalization and grammatical errors.
- f. Has nice paragraphing and printing.
- g. Repeats the same idea over again in each new paragraph.

Additional instructional steps for the writer's growth would include:

- a. Modeling how to improve word choice variety.
- b. Modeling a variety of ways to begin sentences and vary sentence patterns.
- c. Demonstrating how to use a grabber in the opening paragraph and how to include the writer's opinion in the concluding paragraph.

Teacher Notes:

Hi my name is Nancy and I think we should have more water parks because it is very hot over the summer and because kids want water parks. People like grown-ups should build water parks where it's hot like in Bakersfield. Bakersfield is a hot town and a perfect place to build water parks. People should build one in Bakersfield or at least close to it.

We should have more water parks with fun stuff like slides, bumper boats, pools or other really fun stuff with water in the summer. Summer is the perfect time to build a water park because the kids are in vacation and because it's hot. We should be able to go to a fun water place without taking long drives. We should also have parks so parents won't have to buy pools and pools needs.

Some people think we shouldn't have water parks because they give people sun burn, or waste money by buying a pool or a pools needs or because of strangers swimming with other strangers. I really think we should have a water park for lots of things like money, long drives, and for us kids to have fun in the summer.

District Writing Sample Scoring Rationale

Second Prompt, Grade 6

Persuasive

Writing a Persuasive Article

Rubric Score Point: 2 anchor

Characteristics that make the paper an anchor 2:

- a. Contains a concluding paragraph that summarizes important ideas and details, and links to the purpose of the composition.
- b. Includes a few transitions to connect ideas.
- c. Responds to the prompt and has some variety in sentence beginnings, lengths, and patterns.
- d. Contains little or no variety in word choice.
- e. Does not address the reader's concerns.
- f. Has random capitalization, punctuation, and grammatical errors.
- g. Lacks information and details.

Additional instructional steps for the writer's growth would include:

- a. Modeling how to improve word choice variety.
- b. Instructing the student on the elements/structure of a complete sentence.
- c. Conferencing with the student to discover details about his/her opinion and then showing how to include those details in his/her writing.

Teacher Notes:

I am writing about littering.
How littering is not good.
Littering on the campus
makes it look ugly.

If you litter you will get
in trouble. Then you could
get detention and a referral.
The campus will look like a
dump. The whole school will
stink if you litter. Sometimes
If you have guests coming
over to your school, your school
will look so ugly they would
probably want to leave.

In conclusion, when you litter
you will get in trouble and
your school will look ugly.
When someone sees you litter,
the other person will litter too.
So littering is a bad thing.

School uniforms

I think uniforms would be good because it wouldn't be fair if the people who want to wear uniforms don't get to wear them.

If we wear uniforms it would be good because it would help kids that sag or kids who were gang signs on their shirts. And because some of the colors kids wear are too dark. And in the night the cars would be able to see them in the dark because the colors they would have on would be more lighter.

If we wear uniforms it would be good because if there is gang signs on their clothes or they are wearing saggy pants then some people might think their in a gang.

District Writing Sample Scoring Rationale

Second Prompt, Grade 6

Persuasive

Writing a Persuasive Article

Rubric Score Point: 1 high

Characteristics that make the paper a high 1:

- a. Contains some form of paragraph structure.
- b. Responds to the prompt, but strays off topic.
- c. States his/her opinion with a couple of supporting reasons, but does not consider possible concerns.
- d. Contains mainly basic sight words with no descriptive language.
- e. Contains frequent grammatical and punctuation errors.
- f. Omits some words making it difficult to understand in some areas.

Additional instructional steps for the writer's growth would include:

- a. Modeling how to improve word choice variety and increase descriptive language.
- b. Modeling a variety of ways to begin sentences.
- c. Conferencing with the student to discover details about his/her opinion and then showing how to include those details in his/her writing.
- d. Instructing the student on the elements and structure of a complete sentence.

Teacher Notes:

GASOLINE

I think we should lower
down the price money on gasoline. I mean
it's just a gasoline but the people that work
in the gasoline company working harder
than before.

The people that has cars (used cars)
cost for and they are saving some money
for food and not enough money for their
gasoline, for the people that is ^{to} ~~is~~ ^{to} ~~is~~
cars and make more ~~gasoline~~ they had wait
that money on ~~the~~ gasoline. I mean
dad's car. My dad is in a car, he,

we have to use fifty dollars just
to fill the car up for gasoline

so you see we need to lower
down the price money on gasoline. That
way we have more money for our needs but
not buying drugs with it.

and we live on a apartment.

District Writing Sample Scoring Rationale

Second Prompt, Grade 6

Persuasive

Writing a Persuasive Article

Rubric Score Point: 1 anchor

Characteristics that make the paper an anchor 1:

- a. Stays focused on the topic.
- b. Responds to the prompt with a few supporting reasons, yet does not address the reader's concerns.
- c. Contains numerous and frequent grammatical, capitalization, punctuation, and spelling errors.
- d. Uses only basic sight words with no descriptive language.
- e. Poor spelling interferes with the meaning.
- f. Is one long run-on sentence.

Additional instructional steps for the writer's growth would include:

- a. Instructing the student on the elements and structure of a complete sentence.
- b. Instructing the student on the rules for using a period, capitalization, and punctuation and then modeling how to apply those rules when writing.

Teacher Notes:

Gum chewing is bad why
because you can get gum on
your shoe!! that's way and
some people get gum in there
here and they cry and now
people do this they put there
gum on the floor and you
will get it on the bottom of
your shoe. That's why we
don't have gum at are
school are we will get
sent to the Detention
Room with Miss. Dolen

District Writing Sample Scoring Rationale

Second Prompt, Grade 6

Persuasive

Writing a Persuasive Article

Rubric Score Point: 1 low

Characteristics that make the paper a low 1:

- a. Spells words correctly, including “occupies”.
- b. Begins sentences with a capital letter, and ends with correct punctuation.
- c. Lacks appropriate grade level word choices.
- d. Contains only the writer’s opinion.
- e. Doesn’t consider the audience.
- f. Has no descriptive language and contains only sight words.
- g. Does not address the concerns of other readers.

Additional instructional steps to support this writer:

- a. Exposing the student to quality literature that contains interesting vocabulary.
- b. Demonstrating for the student how to use proper paragraphing.
- c. Instructing the student on the rules for using commas and then modeling how to apply those rules when writing.

Teacher Notes:

No Homework!

I think there should be no homework because kids hate it it's boring and it takes time from them. Homework helps them prepare and it occupies them. I think homework should be banned.

Sincerely,