

Grade 7 First Prompt

Expository Writing a Summary

English/Language Arts Content Standards:

- 1.0 Writing Strategies
- 2.0 Writing Applications (Genres and Their Characteristics)
- 2.5 Write summaries of reading materials:
 - a. Include the main ideas and most significant details.
 - b. Use the student's own words, except for quotations.
 - c. Reflect underlying meaning, not just superficial details.

Writing Situation

Writing summaries is one way to help us understand what we read and hear. Being able to write a good summary helps to insure academic success in all subject areas as we put complex ideas into our own words. Summaries are also a good way to communicate the most important information. When writing a summary, select only main ideas and significant details from the material. Next, combine these ideas into a clear and simple paragraph or two. (Allow an opportunity for discussion.)

Directions for Writing

Read the attached selection. Be sure to think about the main ideas of the story as you read. Make notes of the main ideas and important details of the story in order to help you summarize the article.

Writing and Convention Standards

For this writing task, students will write a summary that:

- a. contains the main ideas of the reading selection.
- b. includes the most significant details.
- c. uses the student's own words, except for quotations.
- d. reflects the underlying meaning of the piece.
- e. demonstrates grade-level appropriate sentence structure, grammar, punctuation, capitalization, and spelling.

Resources:

Reading/Language Arts Framework for California Public Schools, pp. 162-163

Write Source 2000 Handbook, pp. 213-216

Program Guide, pp. 251-257

Lesson Plans and Assessments, pp. 34-38

Grade 7 First Prompt Rubric

Expository Writing a Summary

<p>4</p>	<ul style="list-style-type: none">▪ Fully addresses the prompt.▪ Is clearly organized in a logical sequence that includes the main ideas of the reading selection and most significant details.▪ Is a single or multi-paragraph composition with a topic sentence, necessary facts and details, and a concluding sentence.▪ 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, using the active voice.▪ Has effectiveness and variety of word choice.▪ Contains the writer's own words except for quotations.▪ Clearly reflects the underlying meaning of the source, not just the superficial details.▪ 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.
<p>3</p>	<ul style="list-style-type: none">▪ Responds to the prompt.▪ Is organized in a logical sequence that includes the main ideas and significant details of the reading selection.▪ Is a single or multi-paragraph composition that may include a topic sentence, necessary facts and details, and a concluding sentence.▪ Contains transitions and conjunctions to connect ideas.▪ Has mainly complete sentences that use more than one pattern that include compound and complex sentences and may use the active voice.▪ Has some variety in word choice.▪ May contain the writer's own words except for quotations.▪ Reflects the underlying meaning of the source, not just the superficial details.▪ 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. ▪ May contain few transitions and conjunctions to connect ideas. ▪ May have incomplete or incoherent sentences that may use only one pattern; the active voice is not present. ▪ May have little or no variety in word choice. ▪ May contain a list of key phrases and details from the selection. ▪ May not reflect the underlying meaning of the source. ▪ May contain many errors in spelling, grammar, capitalization, and/or punctuation that may interfere with understanding the writing. ▪ Has handwriting that is difficult to read.
<p>1</p>	<ul style="list-style-type: none"> ▪ May not respond to the prompt. (May be off topic.) ▪ May contain some indiscriminately selected phrases or details. ▪ Does not reflect the underlying meaning of the source. ▪ Contains 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 7

First Prompt - Student Page

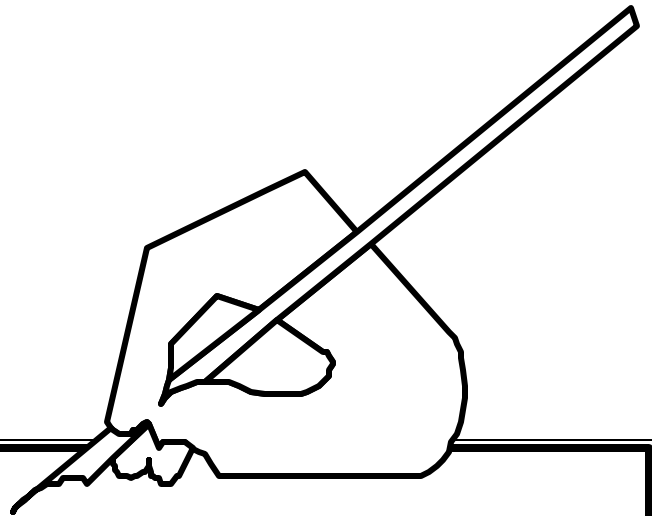
Expository Writing a Summary

Writing Situation

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Directions for Writing

Read the attached selection. Be sure to think about the main ideas of the story as you read. Make notes of the main ideas and important details of the story in order to help you summarize the article.



Writing and Convention Standards

For this writing task, you will write a summary that:

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- b. includes the most significant details.
- c. uses the your own words, except for quotations.
- d. reflects the underlying meaning of the piece.
- e. demonstrates grade-level appropriate sentence structure, grammar, punctuation, capitalization, and spelling.

Physician Remembered as 'Pillar of Strength' for Black Patients

Grade 7 - First Prompt

by

Steven Mayer

When Dr. Ernest W. Williams arrived in Bakersfield at the close of World War II, racial segregation was a cold, hard fact of life.

Black men and women couldn't sit down to eat at most white-owned lunch counters downtown; real estate not designated as "colored", could not be purchased by local black families; and medical care for Bakersfield's black community was shamefully – and sometimes fatally – in adequate.

But the arrival of a young black general practitioner from the East immediately began to inspire a growing sense of self-sufficiency and pride among residents in the community, recalled longtime Bakersfield pharmacist Harold Tomlin.

"Dr. Williams was a pillar of strength and stability to the black community," Tomlin said. "His presence brought a sense of security and refuge."

Though he died in 1975, Williams is still remembered not only as one of the first black physicians in Bakersfield, but as one of the last of a breed of doctors who visited the homes of sick patients to offer medical care and treatment.

Most of the families he served were poor, so it wasn't unusual for Williams to carry home a bag of sweet potatoes or a platter of home-cooked chicken as payment.

"We never got a bill from him; you just paid him when you could," said 72-year old Vernon Strong, a Bakersfield Realtor and former city councilman.

"He didn't have a monetary value system," Tomlin agreed. "He probably would have become very wealthy if he had collected even one-fourth of what people owed him – but people paid him in whatever they had."

Born in 1912 in Thomasville, Ga., Williams family soon migrated north to Buffalo, N.Y., where he would spend most of his childhood.

He excelled in academics as a youth and went on to attend Meharry Medical College in Nashville, where he earned a medical degree in 1941.

Williams served as a physician in the Army during World War II. His first years as a doctor were spent tending to soldiers who were wounded in the bloody battles of the South Pacific.

My observations, thoughts, feelings, and questions about Dr. Williams:

Physician Remembered as "Pillar of Strength" for Black Patients *Continued*

After the war ended, Williams moved his family to Bakersfield, where he set up a medical practice in a storefront building at 911 California Ave. In 1947, Williams began to share his offices with Dr. Homer K. Myles, who for many years was the only black dentist between Los Angeles and San Francisco.

During the early-1950s, Williams and Myles established a medical clinic at 238 Baker St. in east Bakersfield. Eventually, the Baker Street Medical Building boasted the services of a wide array of medical professionals and specialists.

But it wasn't easy. Williams and Myles were not able to persuade their local bank to approve a loan for the building project – despite the fact that the two had run a successful medical partnership for more than five years.

"When it came time to build our offices, the bank wouldn't loan us the money," Myles recalled. "We had to pay between 60 and 70 percent of the money up front in order to get the project moving."

Despite the racial barriers of the time, the medical practice continued to grow and flourish. The long list of patient became integrated as people of all races sought medical and dental care at the clinic, Myles said.

"Dr. Williams worked long and arduous hours, but money for him was not a great motivator," Myles remembered. "My wife and I had to take care of that end of things."

In 1986, the Dr. Ernest W. Williams Scholarship Fund was formed to identify and support black, as well as other students who have demonstrated outstanding scholarship ability. To date, the fund had awarded more than \$160,000 in scholarships to 161 students.

For countless Bakersfield residents of a certain age, the tribute to the memory of Williams is fitting indeed.

Before the arrival of Dr. Williams and another black physician, "medical care was atrocious – almost nonexistent, except for what was then known as Kern General Hospital," Strong remembered.

"He was one of the greatest people who ever lived – I really believe that," Strong said. "There's not a person I know who's made that kind of impact. People loved him."

My observations, thoughts, feelings, and questions about Dr. Williams:

District Writing Sample Scoring Rationale

First Prompt, Grade 7

Expository

Writing a Summary

Rubric Score Point: 4 high

Characteristics that make the paper a high 4:

- a. Fully addresses the prompt.
- b. Includes the main ideas of the reading selection and most significant details.
- c. Is clearly organized in a logical sequence.
- d. Has effectiveness and variety of word choice.
- e. Contains the writer's own words.

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

- a. Instructing the student to leave more of a space after a period to facilitate ease of reading.

Teacher Notes:

Dr. Ernest W. Williams was a very great man who helped victims in need of medical attention. He was a black general practitioner from the East and was a doctor in WWII. At the time he arrived in Bakersfield, it was during the period of segregation. Dr. Williams was also the last of doctors who made house calls. Since most of his victims were poor, he was usually paid in home-cooked meals. After that, he set up a medical practice in Bakersfield with Dr. Homer K. Myles, a dentist. After a while, their practice grew and soon they treated people of all races, despite segregation. 11 years after his death, the Dr. Ernest W. Williams Scholarship Fund was set up for "students who have demonstrated outstanding scholarship ability." Dr. Ernest W. Williams will always be remembered as one of the greatest people that ever lived in Bakersfield.

District Writing Sample Scoring Rationale

First Prompt, Grade 7

Expository

Writing a Summary

Rubric Score Point: 4 anchor

Characteristics that make the paper an anchor 4:

- a. Fully addresses the prompt.
- b. Is organized in a logical sequence.
- c. Contains the writer's own words except for quotations.
- d. Includes the main ideas of the reading selection.

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

- a. Teaching the student how to identify the most significant details.

Teacher Notes:

Health care for blacks was scarce, if non-existent in California around Dr. Ernest W. Williams' time. He was the first black physician in Bakersfield, California. He didn't get paid very often if he got paid at all, because his patients were too poor. In 1947, he set up a doctors office and a dentistry office with Dr. Homer K. Myles. He was the only black dentist from L.A. to San Francisco. They called it the Baker Street Medical Building. In 1986, the Dr. Ernest W. Williams Scholarship Fund was formed to "identify and support blacks, as well as other students who have demonstrated outstanding scholarship ability."

District Writing Sample Scoring Rationale
First Prompt, Grade 7
Expository
Writing a Summary

Rubric Score Point: 4 low

Characteristics that make the paper a low 4:

- a. Addresses the prompt.
- b. Is clearly organized in a logical sequence.
- c. Includes most of the main ideas.

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

- a. Teaching the student some techniques for proofreading.

Teacher Notes:

Dr. Ernest Williams was one of the first black physicians in Bakersfield. At that time there was much racism going on. So, Dr. Williams would go to the houses of the black families to help them with their medical problems. Most of the time Dr. Williams would receive food instead of money because they couldn't afford it. In 1947 Williams started an office with Dr. Homer K. Myles. They became very successful partners. Dr. Ernest Williams will be remembered as a great man. He is a role model for all African-Americans.

District Writing Sample Scoring Rationale

First Prompt, Grade 7

Expository

Writing a Summary

Rubric Score Point: 3 high

Characteristics that make the paper a high 3:

- a. Responds to the prompt.
- b. Has variety of word choice.
- c. Has legible handwriting.
- d. Responds with appropriate spelling, grammar, capitalization, and punctuation.

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

- a. Modeling and reviewing how to develop a paragraph.
- b. Practicing writing a concluding sentence.

Teacher Notes:

English

October 2, 2001

Period 6-7

Dr. Ernest W. Williams is an honorable and well respected man. He made the Bakersfield community feel safe. Williams was one of the last types of doctors to make house calls. He never charged fees, he was paid by whatever people had. People probably thought of Williams as a hero. Before he came, people had embarrassing, pitiful, and shameful medical care. Williams spent his first few years as a doctor caring for wounded soldiers in World

War II. After the war he moved to Bakersfield with his family where he opened a medical practice with dentist, Dr. Homer K. Myles.

During the first five years they hired specialists and professionals. Dr. Ernest H. Williams was a man of purity, pure of heart and of mind.

District Writing Sample Scoring Rationale

First Prompt, Grade 7

Expository

Writing a Summary

Rubric Score Point: 3 anchor

Characteristics that make the paper an anchor 3:

- a. Addresses the prompt.
- b. Includes the main ideas of the reading selection.
- c. Contains the writer's own words.

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

- a. Practicing how to write an introduction and conclusion that is not repetitive.

Teacher Notes:

Dr. Ernest W. Williams was thought to be one of the greatest people who ever lived. Dr. Williams visited homes of sick patients and didn't give a bill, people just paid him with what they could and when they could. Dr. Ernest served as a physician in the Army during World War II. When he came to Bakersfield after the war he set up a medical practice. Dr. Williams was not motivated by money when he worked. Dr. Williams died in 1975 and in 1986 the Dr. Williams scholarship formed. Dr. Williams was one of the last breeds of doctors who visited houses to give medical attention. He truly was one of the greatest people who ever lived.

District Writing Sample Scoring Rationale

First Prompt, Grade 7

Expository

Writing a Summary

Rubric Score Point: 3 low

Characteristics that make the paper a low 3:

- a. Responds to the prompt.
- b. Contains more than one sentence pattern and has variety in word choice.
- c. Includes a topic sentence and concluding sentence.

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

- a. Modeling how to use transitions and conjunctions to connect ideas and create a variety of sentence structures.

Teacher Notes:

At about the end of World War II, a man named Dr. Ernest W. Williams came to Bakersfield. At that time there were many racists, and not many colored people received medical attention. Dr. Williams turned that around for Bakersfield, and for the Kern County. He met a man named Dr. Homer K. Myles, a dentist, and together, they made a medical center for all. Dr. Ernest W. Williams and Dr. Homer K. Myles changed Bakersfield for ever. Dr. Williams died in 1975, but his story lives on.

District Writing Sample Scoring Rationale

First Prompt, Grade 7

Expository

Writing a Summary

Rubric Score Point: 2 high

Characteristics that make the paper a high 2:

- a. Addresses the prompt.
- b. Lacks proper paragraphing and/or details.
- c. Lacks good organization.
- d. Few transitions and conjunctions to connect ideas.

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

- a. Demonstrating for the student how to use proper paragraphing.
- b. Coaching the student on how to write complex sentences in an organized manner.
- c. Modeling how to write a conclusion.

Teacher Notes:

Dr. Ernest Williams arrived in Bakersfield close to World War II. Black people couldn't go to white restaurants. They couldn't buy property's. Dr. Williams died in 1975. Dr. Williams would of become a wealthy man agreed Harold Tamlin.

Dr. Williams was born in Thomasville, Ga. His first years as a doctor were spent tending to soldiers in World War II. Dr. Williams moved his family to Bakersfield after the war, he set up a office there. He had a dentist named Homer K. Myles.

The bank wouldn't loan them money to build their offices.

In 1986 the Dr. E. Williams scholarship fund to support black, as well as other students who have demonstrated outstanding scholarship ability. The fund had awarded \$166,000 in scholarship to 161 students.

District Writing Sample Scoring Rationale

First Prompt, Grade 7

Expository

Writing a Summary

Rubric Score Point: 2 anchor

Characteristics that make the paper an anchor 2:

- a. Attempts to respond to prompt.
- b. Does not reflect the underlying meaning of a source.
- c. Contains a list of key phrases and details from the selection; some are incorrect.

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

- a. Teaching the student how to look at the articles to check for accuracy of information/details.
- b. Modeling how to write a topic sentence with supporting details.

Teacher Notes:

Dr. Ernest W. Williams helped most black men and black woman because most black people couldn't eat at lunch counters if white people owned the place, and also they couldn't get hurt because the medical center wouldn't help them. But Dr. Williams made it all change. He inspired the black and gave them courage. He helped the black. But the black came to a sad end. They were informed that Dr. Williams had died. He was remembered from all his support to all the black. He gave them food, he visited the people that were sick, he never gave the black a bill you just pay him when you had enough. Dr. Williams was born in 1912 Died in 1975. He was also the only black Dentist. He then discarded medical center. There is no other black person who made the same improvement. He is very well remembered and very well loved.

District Writing Sample Scoring Rationale

First Prompt, Grade 7

Expository

Writing a Summary

Rubric Score Point: 2 low

Characteristics that make the paper low 2:

- a. Attempts to respond to prompt.
- b. Writing does not reflect the underlying meaning of the source.
- c. Lacks proper paragraphing.
- d. Very little variety in word choice.

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

- a. Modeling how to write a topic sentence with supportive details.
- b. Modeling a variety of ways to begin sentences.
- c. Reviewing capitalization, punctuation, and grammar rules.

Teacher Notes:

This story is about Dr. Ernest W. Williams and him helping Bakersfield. It was about the time of racial segregation.

Williams helped people not at a doctor's office but at their own homes and he didn't ask for money because they were poor and if he asked for money he would be wealthy, so they paid him back when ever.

As a kid his family moved to Bufilew for most of his childhood but when World War II came he was a doctor his first years.

Him and a friend set up a clinic it was him and the nearest dentist, but when they opened it it was hard because they couldn't get a license.

In 1986 they helped kids and got along for 160,000 \$ and turned his clinic into the Kern General Hospital.

We will always remember Dr. William for his not giving up and his fight against racial discrimination.

District Writing Sample Scoring Rationale

First Prompt, Grade 7
Expository
Writing a Summary

Rubric Score Point: 1 high

Characteristics that make the paper a high 1:

- a. Attempts to respond to prompt.
- b. Contains indiscriminating selected details and phrases.

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

- a. Demonstrating how to discover important details about the story and then how to include those details in writing.
- b. Teaching the students some prewriting techniques and structures.

Teacher Notes:

English

Prompt #1

num. 3

October 2, 2021

P. 3-4

Dr. Williams was a great physician in Bakersfield. He was a physician for the army in World War II. He went to homes to help people who are sick or hurt and they payed him with food or something else.

Williams and Myles built a medical clinic during the early-1950's.

Residents in Bakersfield tributed

a memory for Dr. Ernest W. Williams.

District Writing Sample Scoring Rationale

First Prompt, Grade 7

Expository

Writing a Summary

Rubric Score Point: 1 anchor

Characteristics that make the paper an anchor 1:

- a. Weak attempt to address the topic.
- b. Writing does contain some details.
- c. Lacks organization.
- d. Contains many errors in spelling, grammar, capitalization, and punctuation.

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

- a. Instructing the student on the elements and structure of a complete sentence.

Teacher Notes:

This story is about a Dr that helped black people every body liked his so much they didnt have to come to him he would go to them Some people say he was the best Dr in the US in Bakersfield he lived to be 72 years old he was born in 1912 in Thomasville GA he die in 1984 and some people say he will always be a part of there life and they say if there was a way they could they would to show respect but every one knows that there is know way in the world to help he is gone forever. Because the main idea of the story is all about Dr Ernest W. Williams

District Writing Sample Scoring Rationale

First Prompt, Grade 7

Expository

Writing a Summary

Rubric Score Point: 1 low

Characteristics that make the paper a low 1:

- a. Does not fully address the topic.
- b. Lacks proper paragraphing.
- c. Contains errors in spelling, grammar, capitalization, and punctuation that interfere with understanding the writing.
- d. Does not reflect the underlying meaning of the source.

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

- a. Conferencing with the student to discover details about the story and then demonstrating how to include those details in writing.
- b. Reviewing the rules of capitalization, grammar, and punctuation and practicing how to look for errors in writing.

Teacher Notes:

This story was about a man who served in World War 2, named Ernest W. Williams, who wanted to be a doctor. He moved to Bakersfield with his family after the war. Ernest shared an office with a black dentist, he wanted to get his own office, but he did not make enough money, and the bank did not want to pay him. A miracle happened the Scollar Ship funded him \$160,000.