

# Grade 7 Second Prompt

## Persuasive Supporting an Opinion with Facts and Logic

### **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 or perspective in support of a proposition or proposal.
  - b. Describe the points in support of the proposition, employing well-articulated evidence.
  - c. Reflect underlying meaning, not just superficial details.

### **Writing Situation**

Many schools in the Bakersfield City School District are thinking about requiring students to wear school uniforms. You have been chosen to share your opinion on school uniforms with the principal of your school. (Allow an opportunity for discussion.)

### **Directions for Writing**

Write a letter persuading your principal on your position regarding school uniforms. Clearly state your position and support your opinion using facts and logical arguments. Think about what opponents might say, and address their concerns and counter-arguments. Be sure to use correct business letter form for your piece.

### **Writing and Convention Standards**

For this task, students will write an opinion and support it with factual evidence and logical thinking. Their compositions will:

- a. have a clearly stated opinion or position.
- b. describe the supporting points, employing facts, statistics, and other well-articulated evidence.
- c. anticipate and address reader concerns and counterarguments.
- d. have an organized structure.
- e. show precise and effective word choice.
- f. have an active voice.
- g. demonstrate grade level appropriate sentence structure, grammar, punctuation, capitalization, and spelling.

### **Resources:**

*Reading/Language Arts Framework for California Public Schools*, p. 163

*Write Source 2000: Lesson Plans and Assessments*, pp. 54-57

*Write Source 2000*, pp. 103, 106, 115-122, 241-245

# Grade 7

## Second Prompt Rubric

### Persuasive

#### Supporting an Opinion with Facts and Logic

<b>4</b>	<ul style="list-style-type: none"><li>▪ Fully addresses the prompt.</li><li>▪ Is clearly organized in a logical sequence that anticipates and addresses reader concerns and counterarguments.</li><li>▪ Is a multi-paragraph composition with an introduction that states a clear position or perspective in support of a 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.</li><li>▪ Is written in correct business letter form.</li><li>▪ Has expressive language that uses facts, statistics, or other well-chosen evidence that is relevant to the proposed audience.</li><li>▪ Contains effective transitions and conjunctions to connect and unify the important ideas.</li><li>▪ Has complete, coherent sentences that use a variety of patterns that include compound and complex sentence, using the active voice.</li><li>▪ Has effectiveness and variety of word choice.</li><li>▪ Has grade-level appropriate spelling, grammar, capitalization, and punctuation; contains few, if any, errors that do not interfere with understanding the writing.</li><li>▪ Has fluid, legible handwriting.</li></ul>
<b>3</b>	<ul style="list-style-type: none"><li>▪ Responds to the prompt.</li><li>▪ Is organized in a logical sequence and may address the concerns and counterarguments of other readers.</li><li>▪ Is a multi-paragraph composition with an introduction that state a position, some details that support the position with evidence and addresses possible concerns of other readers, and a conclusion.</li><li>▪ Is written in correct business letter form.</li><li>▪ Has some expressive language that may use facts, statistics, or other well-chosen evidence that is appropriate for the proposed audience.</li><li>▪ Contains transitions and conjunctions to connect ideas.</li><li>▪ Has mainly complete sentences that use more than one pattern that include compound and complex sentences and may use the active voice.</li><li>▪ Has some variety in word choice.</li><li>▪ Has mainly grade-level appropriate spelling, grammar, capitalization, and punctuation; contains some errors that do not interfere with understanding the writing.</li><li>▪ Has legible handwriting.</li></ul>

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

Grade 7  
Second Prompt – Student Page

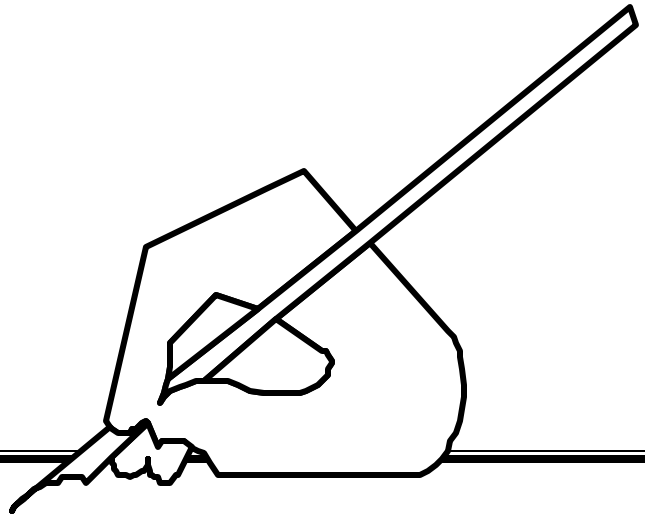
Persuasive  
Supporting an Opinion with Facts and Logic

**Writing Situation**

Many schools in the Bakersfield City School District are thinking about requiring students to wear school uniforms. You have been chosen to share your opinion on school uniforms with the principal of your school.

**Directions for Writing**

Write a letter persuading your principal on your position regarding school uniforms. Clearly state your position and support your opinion using facts and logical arguments. Think about what opponents might say, and address their concerns and counter-arguments. Be sure to use correct business letter form for your piece.



**Writing and Convention Standards**

For this task, you will write an opinion and support it with factual evidence and logical thinking. Your compositions will:

- a. have a clearly stated opinion or position.
- b. describe the supporting points, employing facts, statistics, and other well-articulated evidence.
- c. anticipate and address reader concerns and counterarguments.
- d. have an organized structure.
- e. show precise and effective word choice.
- f. have an active voice.
- g. demonstrate grade level appropriate sentence structure, grammar, punctuation, capitalization, and spelling.

# District Writing Sample Scoring Rationale

Second Prompt, Grade 7

Persuasive

Supporting an Opinion with Facts and Logic

Rubric Score Point: 4 anchor

## **Characteristics that make the paper an anchor 4:**

- a. Fully addresses prompt in a clearly organized and logical sequence.
- b. Is a multi-paragraph composition with a strong lead clearly stating a position, includes supporting details and relevant evidence, and a conclusion summarizing important details.
- c. Uses expressive language with facts and other well-chosen evidence relevant to the proposed audience in correct business letter format.
- d. Has complete, coherent sentences using a variety of patterns that include compound and complex sentences.
- e. Addresses real concerns providing solutions or counterarguments to those concerns.
- f. Gets right to the point – takes a clear stand – no rambling and is not wishy-washy.
- g. Not much variety in word choice.

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

- a. Conferencing with the student on using a thesaurus for more effective word choice.

**Teacher Notes:**

3211 Pico Ave  
Bakersfield, CA 93306  
February 7, 2001

Mr. Londquist, Principal  
Compton Junior High School  
3211 Pico Ave  
Bakersfield, CA 93306

Dear Mr. Londquist:

Often times, I go to school, and I see boys with pants that are so big that they hang below their butt. Or girls excluding some-one, just because they don't have the latest brand of jeans. Why do educators put up with this when they could put a stop to it? Almost all of this nonsense could be stopped if all schools went to uniforms.

School is a place to learn. It is not a fashion show. Students would learn so much more if they did not have to worry about what

Mr. Lundquist

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February 7, 2001

They were wearing, or how much it costs. Also, instead of spending an hour on choosing what to wear, they could be doing homework, or studying.

Another benefit of uniforms is that students with a lot of money, would not be locked down upon because they did not have the <sup>most</sup> expensive, latest fashions. They could go to school, and not have to worry about what they were wearing. Uniforms might also help with gangs. They could stop the gang members from wearing their gang colors, and make them dress more appropriately. Even though some people

Some people may say that if children ~~students~~ wearing uniforms does not allow ~~the~~ students to express themselves. Why do students have to express themselves through clothes? They could take up drama, <sup>creative writing,</sup> or singing if they really wanted to express themselves. Another

Mr. Lundquist

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Argument is that parents could not afford to go out and buy a whole new uniform wardrobe for their children, but uniforms would actually be cheaper, because they would not have to go out and buy the latest fashion every other month.

Just think of ~~every~~ all the benefits of uniforms and all the money every one could save. Make the right choice; choose uniforms. Thank you for your time.

Sincerely,

# District Writing Sample Scoring Rationale

## Second Prompt, Grade 7

### Persuasive

#### Supporting an Opinion with Facts and Logic

Rubric Score Point: 4 low

#### **Characteristics that make the paper a low 4:**

- a. Uses a well-crafted lead and contains a compelling, persuasive concluding paragraph.
- b. Anticipates and addresses possible concerns and counterarguments.
- c. Written in correct business letter form with grade-level appropriate grammar, spelling, capitalization, and punctuation.
- d. Uses clear coherent paragraphs successfully stating a position and supporting with relevant evidence.
- e. Draws the reader immediately into the letter with a well-done introduction.
- f. Includes a conclusion that connects the reader to the introductory paragraph.
- g. Has little variety in word choice and sentence patterns (other than subject/verb pattern).

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

- a. Modeling how to improve word choice variety using a thesaurus.
- b. Demonstrating for the student how to develop complex sentences i.e., beginning sentences with dependent clause or prepositional phrase.

**Teacher Notes:**

3211 Pico Ave.  
Bakersfield CA 93306  
February 7, 2001

Mr. Lodquist, Principal  
Compton Junior High School  
3211 Pico Ave.  
Bakersfield CA 93306

Dear Mr. Londquist:

Five kids are standing in a group, all of them in uniform. One is wearing Polo while the other is in Wal-Mart brand. No one even knows the difference. Thanks to uniform kids are not ranked in popularity by their clothes.

Mr. Longquist

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February 7, 2001

Uniforms are excellent at keeping baggy pants and mini skirts out of our learning atmosphere. We don't have to worry about the latest fashion or the top name brands. Compton students don't have the pressure that most Jr. Highs face. They can just be our ol'ins person.

Some kids will still wear baggy clothes, but what can you do. You can't express your self threw clothing, but there are other ways to express your self. Uniforms are alot cheaper than normal clothes. and they're easy to wash.

Mr. Lonquist

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February 7, 2001

Some kids may think uniforms are stupid, but I think they are a good addition to schools everywhere. Thank you Mr. Lonquist for making our school a uniform school. It has helped take one of the many pressures of being a kid away.

Sincerely,

District Writing Sample Scoring Rationale  
Second Prompt, Grade 7  
Persuasive  
Supporting an Opinion with Facts and Logic

Rubric Score Point: 3 high

**Characteristics that make the paper a high 3:**

- a. Has discernible paragraphs stating a position and presenting support with evidence and examples.
- b. Uses correct business letter form with few misspelled words and grade-level appropriate grammar, capitalization, and punctuation.
- c. Has mainly complete sentences with more than one sentence pattern, including compound and complex sentences.
- d. Contains a functional lead and persuasive concluding paragraphs.
- e. Presents the position and examples in a reasonable order.
- f. Uses a variety of word choice and an active voice.
- g. Fails to address reader concerns.

**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. Teaching the student some techniques for proofreading.

**Teacher Notes:**

Mrs. Ruth Niederauer, Principal  
Walter Stiern Middle School  
2551 Morning Dr.  
Bakersfield, CA 93306

Dear Mrs Niederauer:

I am addressing the need to wear uniforms in our school next year. I believe from past experience that wearing uniforms is a good idea. I went to Voorhes for elementary school and it became mandatory that we wear uniforms. I don't think it hurt any of the school kids, I even think it helped the school.

One of the main reasons I think school uniforms are a good idea is that my peers don't stereotype each other. What I mean is for those who who don't have a lot of money it can be very hard to keep up with those who do. They end up getting teased for what they can't afford. Most kids who are teased do worse academically than do the other students. <sup>at</sup> When we are all wearing uniforms

its not about what the other people are wearing  
its about how we can get down to business of making  
our grades. You become popular for who you are  
not what you wear.

Another reason to have uniforms is that it takes the  
guessing out of what I am wearing to school. I still  
can be a individual though; by the way I do my hair  
the clars I pick to wear, and my general personality.  
I like not having to play gess work about what shirt  
goes with what, or whether I lift my hands above  
my head and my shirt becomes to short. It lets me  
be myself and I don't have to be teased.

My last suggestion if favor of uniforms is if all students  
wear them they could be a real asset to school spirit. I  
know that there was a lot of school spirit in my grammar  
school. Partly because the parents and teachers got involved,  
but part of the excitement was knowing that you could  
get excited about what the school stood for and not  
what everyone was wearing. It makes a great impression  
to see everyone in uniform. It is especial nice not to  
see girls in dresses and shorts that are too short and  
boys who wear their pants past their underwear.

In closing I would just like to say that as a student at  
Walter Stiern Middle School I would definitely be in  
favor of uniforms. My only suggestion would be  
that we were able to wear more than just one

of two clons because sometimes some clons  
are hard to find.

Sincerely

# District Writing Sample Scoring Rationale

## Second Prompt, Grade 7

### Persuasive

#### Supporting an Opinion with Facts and Logic

Rubric Score Point: 3 anchor

#### **Characteristics that make the paper an anchor 3:**

- a. Responds to prompt using mainly complete sentences and limited details.
- b. Is appropriate for the proposed audience.
- c. Has a functional lead and conclusion within a correct business format.
- d. Uses grade-level appropriate grammar, capitalization, and punctuation.
- e. Has legible writing and few misspelled words.
- f. Includes decent transition words.
- g. Needs more supportive facts – development of added paragraphs.

#### **Additional instructional steps for the writer’s growth would include:**

- a. Demonstrating for the student how to develop supporting reasons into more discernible paragraphs.
- b. Modeling how to improve word choice variety using a thesaurus.
- c. Teaching how to add variety in sentence structure.

**Teacher Notes:**

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Bakersfield, CA 93306

February 6, 2001

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Mrs. Ruth Niederauer, Principal  
Walter Stiern Middle School  
2551 Morning Dr.  
Bakersfield, CA 93304

Dear Mrs. Niederauer:

I am a seventh grade student  
at Walter Stiern Middle School. I  
have never attended a school that  
requires uniforms, but I have family  
members<sup>who</sup> do. From what they tell  
me, it does not make a difference  
whether you do or don't wear  
school uniforms.

I am against the decision for

Mr. Lundquist

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things you do. Also people always try to buy the clothing that's expensive even if they know it's way too much. Uniforms will make people the same.

Students like to make fun of what people are wearing. Just because someone isn't wearing top brand doesn't mean that they aren't a good person. People, or better yet students like to show off way too much. This isn't what Junior High should be about.

One might think that if you can't wear what you want you can't express yourself. People can express themselves in other ways, not just with clothing. Students might also say that if they wear uniforms,

District Writing Sample Scoring Rationale  
Second Prompt, Grade 7  
Persuasive  
Supporting an Opinion with Facts and Logic

Rubric Score Point: 3 low

**Characteristics that make the paper a low 3:**

- a. Uses discernible paragraphs stating a position and supports that position with evidence and examples.
- b. Has mainly complete sentences, using occasional variety of sentence patterns.
- c. Contains few misspelled words.
- d. Uses mainly grade-level appropriate grammar, capitalization, and punctuation.
- e. Includes a strong persuasive conclusion.
- f. Addresses the reader's concerns.
- g. Does not use compelling facts in support of position.

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

- a. Teaching how to add variety in sentence patterns, to include more complex sentences.
- b. Conferencing with the student on how to include more facts in support of his/her position.

**Teacher Notes:**

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3211 Pico Ave.  
Bakersfield, CA 93306  
February 7, 2021

Mr. Lundquist, Principal  
Compton Junior High School  
3211 Pico Ave.  
Bakersfield, CA 93306

Dear Mr. Lundquist:

7th grade is in most ways a fashion show. Uniforms are a good idea. If we didn't have uniforms than people would just judge other peers by their clothing.

Students have a tendancy to wear unappropriate clothing. One may think just because some-one doesn't dress "huchi" then they aren't going to like doing

Mr. Lundquist

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February 7, 2001

things you do. Also people always try to buy the clothing that's expensive, even if they know it's way too much. Uniforms will make people the same.

Students like to make fun of what people are wearing. Just because someone isn't wearing top brand doesn't mean that they aren't a good person. People, or better yet students like to show off way too much. This isn't what Junior High should be about.

One might think that if you can't wear what you want you can't express yourself. People can express themselves in other ways, not just with clothing. Students might also say that if they wear uniforms.

District Writing Sample Scoring Rationale  
Second Prompt, Grade 7  
Persuasive  
Supporting an Opinion with Facts and Logic

Rubric Score Point: 2 high

**Characteristics that make the paper a high 2:**

- a. Responds to prompt.
- b. Contains complete sentences.
- c. Has a concluding paragraph.
- d. Understands the format for a business letter.
- e. Needs facts, statistics, or other evidence.
- f. Needs to address possible concerns of the reader.
- g. Contains repetition of thoughts.

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

- a. Conferencing with the student to strive for one main idea followed by the support.
- b. Teaching how to add variety in sentence structure to include compound sentences.
- c. Teaching the student some techniques for proofreading in order to eliminate repetition.
- d. Demonstrating how to write a counterargument then coaching the student through the process.

**Teacher Notes:**

3211 Pico Ave.  
Bakersfield, CA 93306  
February 7, 2001

Mr. Londquist, Principal  
Compton Junior High School  
3211 Pico Ave.  
Bakersfield, CA 93306

Dear Mr. Londquist:

How is it going with the uniforms?  
I hope it's going good. Kids are  
still not following directions on  
wearing uniforms. As you can  
see in with you, a hundredth percent  
for uniforms. Parents might agree  
with uniforms as well.

Mr. Lundquist

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February 7, 2001

Kids certainly disagree with the idea of uniforms they look so much smarter by wearing the uniforms. Uniforms are cheaper than regular clothes. Uniforms are not that bad when you get used to them. If we don't have uniforms the schools would just be a fashion show.

Some kids judge for how good or bad your clothes are. Because of this there was a mandatory for uniforms. Some kids aren't following the uniform code and getting away with it. Staffs need to get more serious.

Some kids even today judge people by their uniforms on how

Mr. Lundquist

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good or bad your uniform is.  
Kids should just do what  
they're told, even if they don't  
like them or not.

All schools should have uniforms  
if they want to prevent fashion  
shows to continue. Their school  
would look better if they were  
wearing uniforms to prevent  
baggy clothes or unpropriet clothes  
wearing uniforms. Schools should  
stop fashion shows by wearing  
uniforms.

Sincerely,

District Writing Sample Scoring Rationale  
Second Prompt, Grade 7  
Persuasive  
Supporting an Opinion with Facts and Logic

Rubric Score Point: 2 anchor

**Characteristics that make the paper an anchor 2:**

- a. Contains most of the elements of a business letter.
- b. Attempts the use of transitions.
- c. Contains little descriptive language.
- d. Mainly contains one type of sentence structure.
- e. Does attempt to use supporting details to back up reasons.
- f. Lack of descriptive facts language and a variety of sentence structures.

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

- a. Modeling for the student how to develop complex sentences.
- b. Reviewing the format for a business letter.
- c. Teaching the structure for a persuasive essay.

**Teacher Notes:**

Dear Mr. Taylor:

These are a few reasons that we shouldn't wear uniforms. First of all we shouldn't have to wear uniforms because some people can not afford to buy them. So if they can't afford them kids wear the same ones and other kids talk about them or sometimes they even wear dirty ones.

Here is the second reason that we shouldn't wear uniforms. We shouldn't have to wear uniforms because it is not making a big difference like you want. Boys are still buying their clothes too big and girls are buying theirs too little. So really nothing has to change because you can't tell no body what size to wear.

Here is the third reason why we shouldn't have to wear uniforms. We shouldn't have to wear uniforms because you have to wear the same colors everyday. Now I could understand if we had like 6 colors to wear, but we have 3 colors

District Writing Sample Scoring Rationale  
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Persuasive  
Supporting an Opinion with Facts and Logic

Rubric Score Point: 2 low

**Characteristics that make the paper a low 2:**

- a. Attempts to respond to prompt.
- b. Lacks supporting evidence.
- c. Lacks sentence variety.
- d. Attempts transitions.
- e. Lacks business letter format.
- f. Lack of understanding of persuasive writing.

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

- a. Modeling how to include a variety of sentence structures.
- b. Instructing the student on the elements and structure of a multi-paragraph essay.
- c. Teaching the structure for a persuasive essay.

**Teacher Notes:**

Mrs. Dena Brown, Principal  
Chipman Jr High  
2905 Essler St.  
Bakersfield CA, 93306

Dear Mrs. Brown

I don't think we should have school uniforms. It is not a good idea. I know you think it'll make kids work and behave better but it won't. It will not make any difference. Just because we would look more efficient doesn't we'll act more efficient. Anyway that is all I've got to say. I hope this will make you think.

Sincerely

Sincerely

District Writing Sample Scoring Rationale  
Second Prompt, Grade 7  
Persuasive  
Supporting an Opinion with Facts and Logic

Rubric Score Point: 1 high

**Characteristics that make the paper a high 1:**

- a. Responds to prompt.
- b. Has complete sentences.
- c. Contains primarily sight words.
- d. Includes too little supporting evidence.
- e. Has no introduction or conclusion.
- f. Contains little or no facts, statistics, or other well-chosen evidence

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

- a. Demonstrating how to develop an effective introduction and conclusion.
- b. Teaching the student how to write a multi-paragraph essay with topic sentences supported with evidence.
- c. Modeling how to improve word choice variety.

**Teacher Notes:**

Mr. Taylor

James Curran Middle School

1116 Lyman Way

Bakersfield C.A. 93309

Dear Mr. Taylor,

The reason I'm writing this letter  
regarding school uniforms. The uniforms are very  
ugly. I do not like the fact that we need to wear  
a collar and tuck in our shirts. Another thing I  
don't like is some people don't have to wear the  
school uniform. I think we should all wear the  
uniforms or nobody should.

Sincerely,

District Writing Sample Scoring Rationale  
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Rubric Score Point: 1 anchor

**Characteristics that make the paper an anchor 1:**

- a. Includes good business letter format.
- b. Contains mostly sight words with no descriptive language.
- c. Lacks supporting evidence.
- d. Uses punctuation (mainly) incorrectly.
- e. Includes no lead, transitions, or conclusion.
- f. Lacks evidence to support the stance taken.

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

- a. Demonstrating how to develop an introductory paragraph with a grabber sentence and a conclusion.
- b. Modeling for the student how to use transitional words.

**Teacher Notes:**

Mrs. Dena Brown Principal

Chipman Jr High

2905 Eissler St

Bakersfield, CA 93306

Feb. 6, 2001

4412 Columbus St.

Bakersfield CA 93306

Dear Mrs. Brown

I don't think we should have uniforms because the shirts get too dirty. And the stuff we get Christmas we can not wear it to school because we have uniforms. People will talk about you because your shirt is dirty and not like uniform any way because you can wear the stuff you want to wear. That's what I think