

# WRITING PROCESS TRANSPARENCIES FOR MIDDLE SCHOOL

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*Social Studies*



**Glencoe**

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# To the Teacher

When social studies teachers give their students a writing assignment, they are bound to hear, This isn't English class! Why do we have to write?

Students often overlook or downplay the importance and purpose of writing. After all, learning to write well takes time and effort, and what is the point anyway? Many students feel that it is only necessary to learn to write well enough to pass English class or a standardized test. Others are convinced that they will never need to write on the job.

Students need to understand that writing skills are essential to succeed academically in high school and especially in college. Writing skills are also required for functioning—and advancing—in the majority of professional fields. Through effective writing, students develop their voice and are able to communicate their ideas, experiences, and knowledge.

The *Writing Process Transparencies for Middle School Social Studies* has been developed to help you help your students develop and master the concepts and skills needed to become better writers and, specifically, to succeed on standardized tests. The *Writing Process Transparencies for Middle School Social Studies* allows you great flexibility in helping students analyze and respond to a variety of writing tasks and evaluate their own writing based on established scoring rubrics.

# Contents

These transparencies include Writing Tasks, Scoring Guides, and Annotated Sample Essays for **Narrative, Expository, and Persuasive Writing**. Additionally, they include **Prewriting and Process of Revision Transparencies**.

Use these Writing Practice Transparencies to help students assess and improve the quality of their own writing. For example:

- Discuss the annotations with each sample essay. These annotations point out specific strengths and weaknesses that justify the essay's score.
- As students view the transparencies of the annotated essays on the screen, ask them to add their own comments about the quality of the writing and to suggest their own improvements.
- After students evaluate each set of annotated essays, have them rewrite the essays, referring to the scoring guides as they draft their compositions.

## Section 1 Prewriting

This set of transparencies provides graphic organizers to help you guide your students through the various stages of the writing process: prewriting, drafting, revising, and editing and proofreading. These transparencies can help students follow an organized path as they write, beginning with gathering ideas and ending with a finished product.

## Section 2 Narrative Writing

Narrative writing is storytelling and can be either fiction or nonfiction. This set of transparencies provides a checklist for evaluating the basic elements of narrative writing, and students can use this checklist in assessing their own writing. This set also contains sample essays that range from a score point of one to a score point of four.

## Section 3 Expository Writing

The purpose of expository writing is to inform or explain something to the reader. Effective expository writing gives the reader a logical, step-by-step path through new information and allows the writer to share information and explanations directly with the reader. Through expository writing, students will learn to write in a straightforward, precise, and clearly organized manner.

## Section 4 Persuasive Writing

Persuasive writing seeks to convince the reader to take some kind of stance or action. To motivate the reader, the persuasive writer must present his or her opinion early and support that position with convincing facts, reasons, and examples. This section of transparencies shows students the difference between effective persuasive writing and ineffective persuasive writing.

## Section 5 Process of Revision Transparencies

These transparencies provide a visual model of how to evaluate and revise a persuasive essay. Use them to work through a sample essay with your students.



## Consider Your Purpose and Audience

Use a **PURPOSE AND AUDIENCE CHART** as you gather information about why you will write and who will read your writing. This chart is useful for descriptive, narrative, expository (informative), and persuasive writing.

### EXERCISE

Fill in the chart. Then refer to it while you write your draft.

#### Topic

1. What are you going to write about?

--

#### Purpose

2. Why are you writing—to describe, inform, persuade, or tell a story?
3. What support or elaboration will you use to help your audience understand your purpose?


#### Audience

4. Who is your audience?
5. What does your audience already know about the topic?
6. What opinions might your audience have about the topic?
7. What specific details does your audience need to know about the topic?


## Create an Outline

An **OUTLINE FRAMEWORK** can help you plan and organize the paragraphs of your essay. This outline is useful for descriptive, narrative, expository (informative), and persuasive writing.

### EXERCISE

First, write a thesis statement that summarizes the main idea of your paper. Next, jot main points that elaborate on the thesis and then add supporting details for each main point. Use the completed outline during drafting.

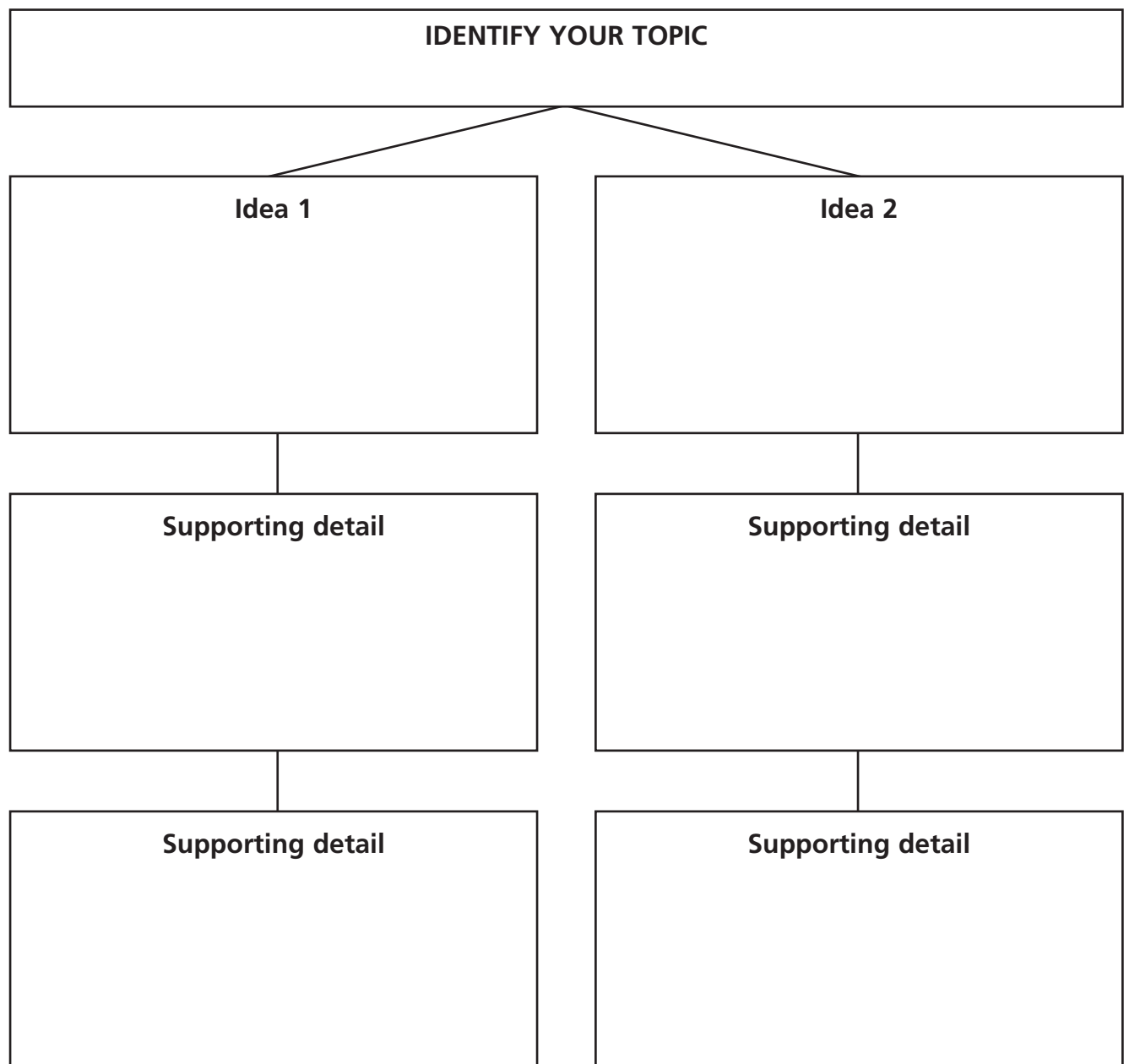
Thesis statement	
Main Point	I.
Supporting Detail	A.
Supporting Detail	B.
Supporting Detail	C.
Main Point	II.
Supporting Detail	A.
Supporting Detail	B.
Supporting Detail	C.

## Look at the Big Picture

A **BRANCHING DIAGRAM** can help you plan and develop your topic by identifying supporting details to elaborate your main ideas. This diagram is useful for descriptive, narrative, expository (informative), and persuasive writing.

### EXERCISE

Fill in the branching diagram. Then refer to the completed diagram during drafting.

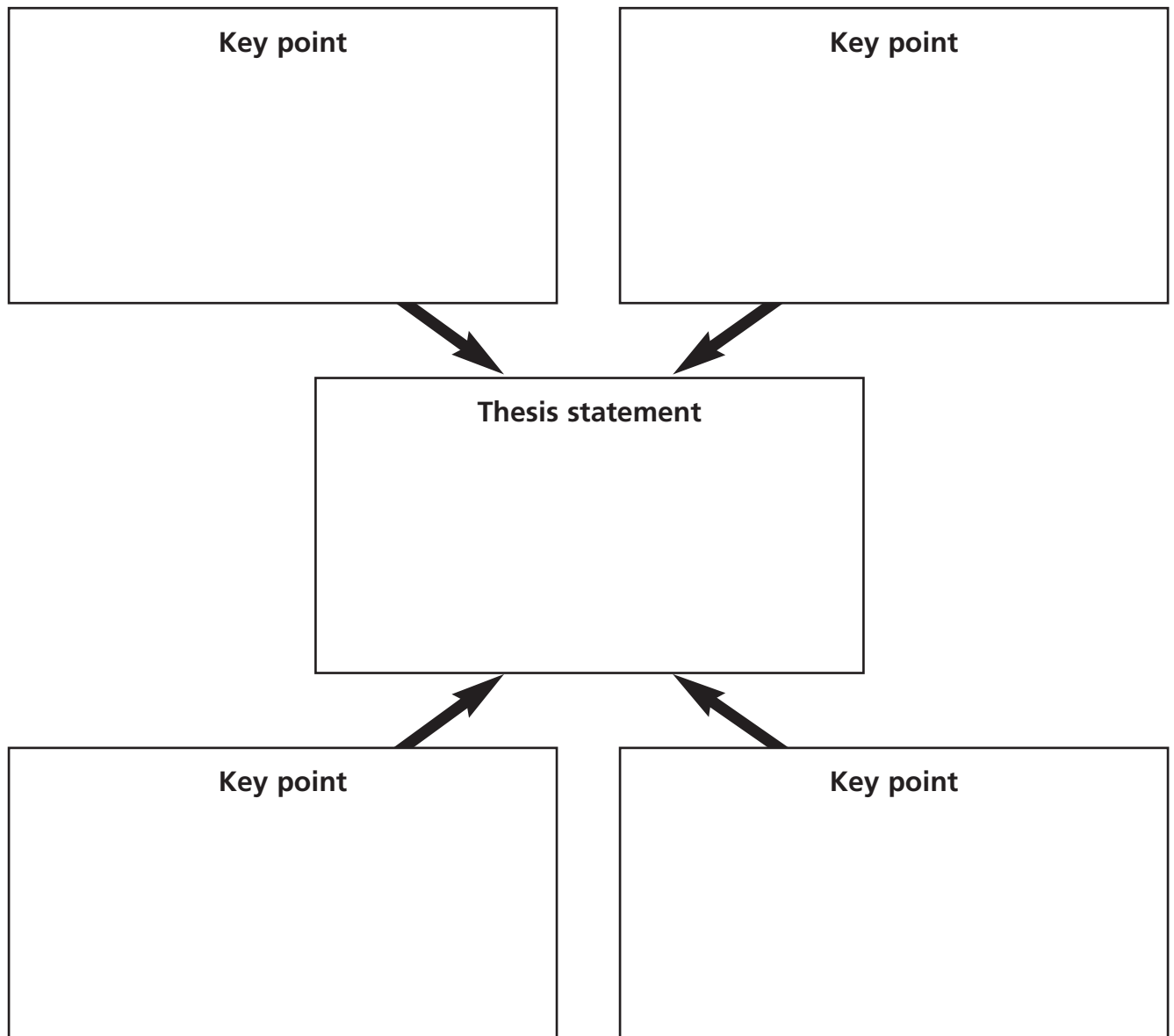


## Plan Your Approach

Use this **THESIS DIAGRAM** to write a clear thesis, or main idea, statement about a topic. This diagram is useful for descriptive, narrative, expository (informative), and persuasive writing.

### EXERCISE

Complete the thesis diagram. Identify four key points that you want to say about your topic. Then sum up all four points in a thesis statement. Include the thesis statement in the first paragraph of your draft.

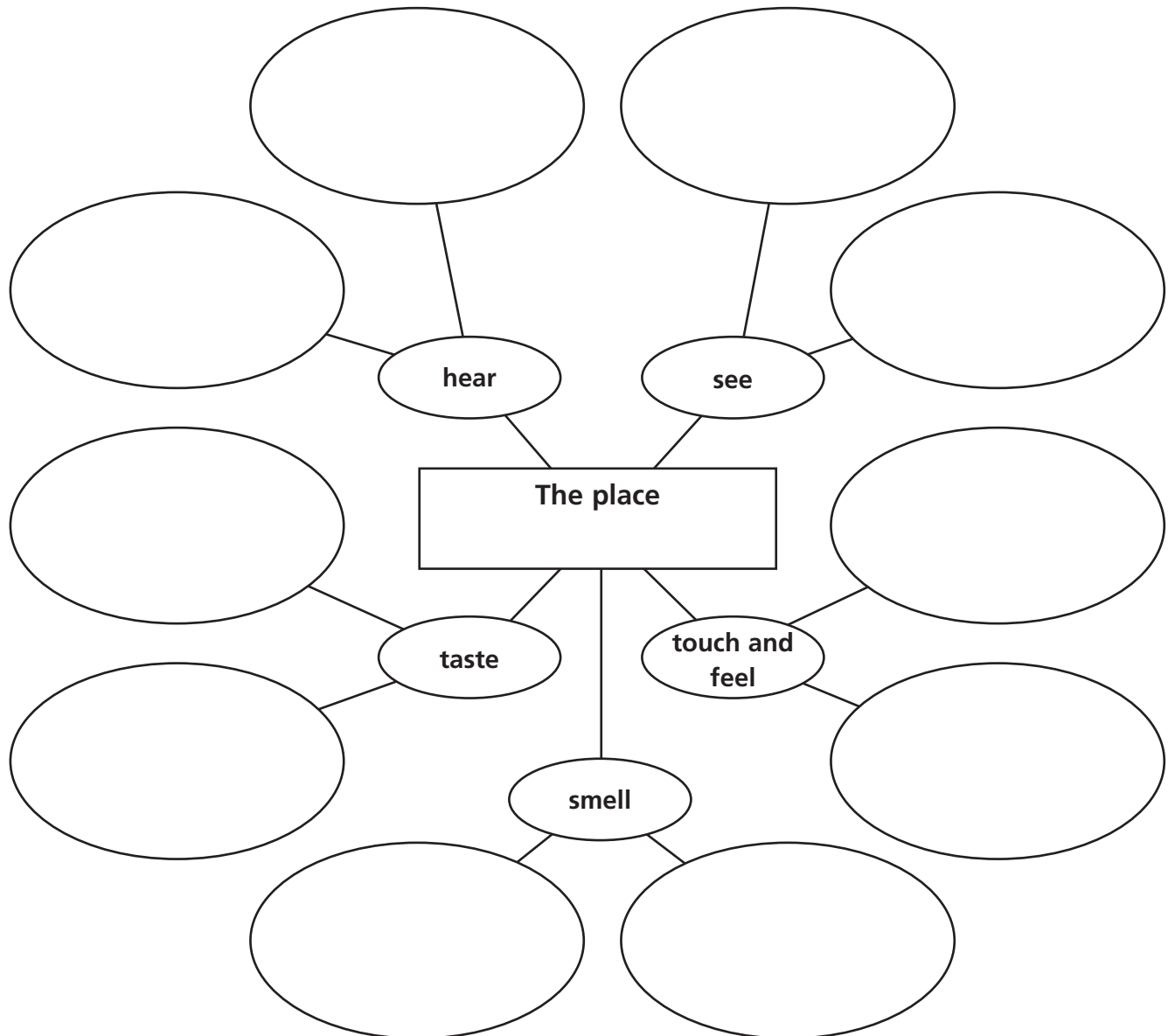


## Elaborate a Description

A **SENSORY WEB** is a good way to collect details for elaborating a description of a place. This web is useful for gathering sensory details to include in descriptive, narrative, and expository (informative) writing.

### EXERCISE

Complete the sensory web. Describe the place you have chosen by writing sensory details in the surrounding ovals. Add more ovals as needed. Include the most vivid details during drafting.

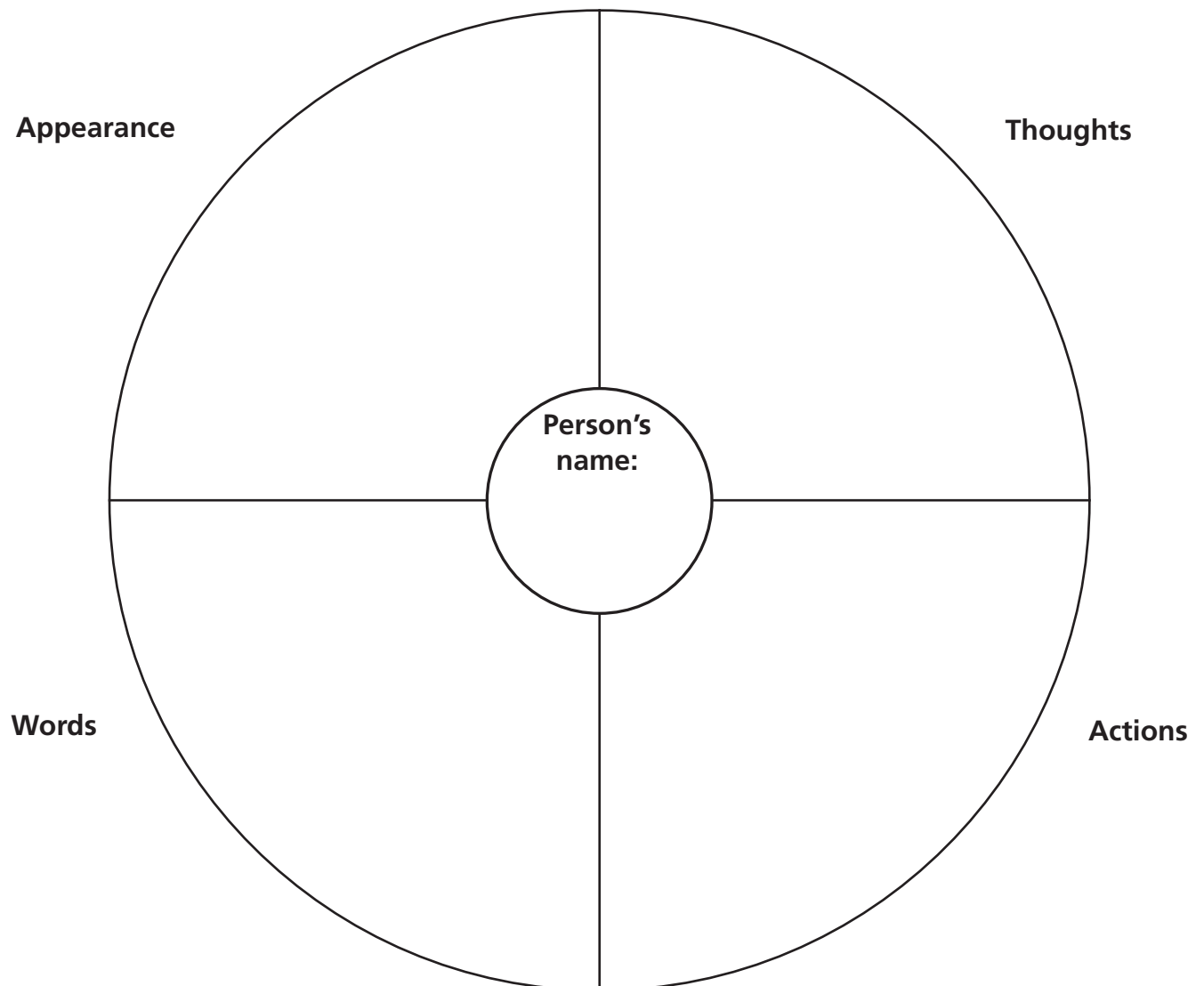


## Analyze a Character

Use a **BRAINSTORM BOARD** to gather supporting details about a real or an imaginary person. This diagram is useful for descriptive, narrative, and expository (informative) writing.

### EXERCISE

Fill in each section of the brainstorm board with precise words and phrases that describe and analyze a person. Include both a description of the person's appearance, thoughts, words, and actions and a sentence or two saying what these characteristics tell about the person. Then include details from the completed brainstorm board as you draft a character sketch.



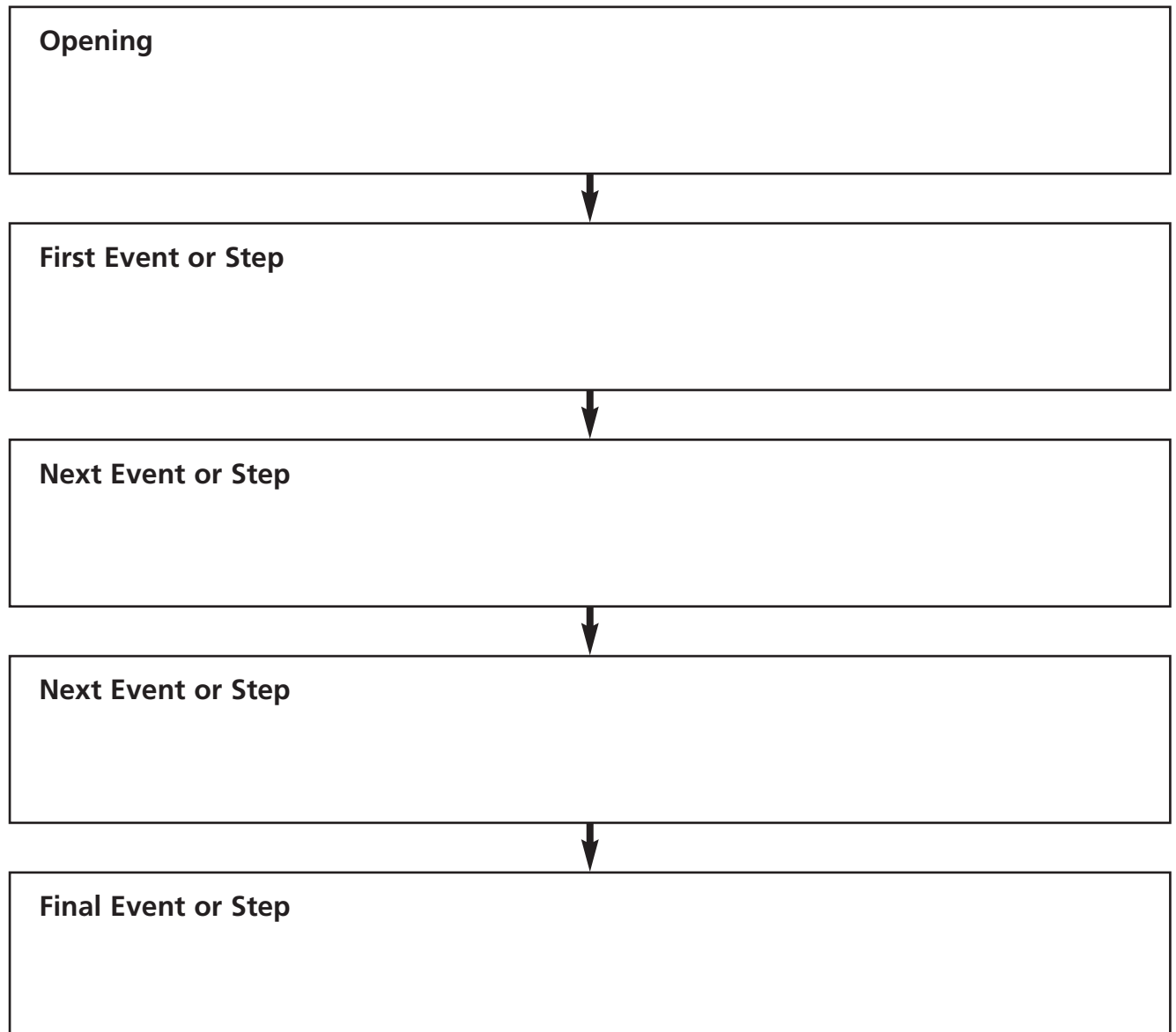
## Use a Sequence Chart

A **SEQUENCE CHART** can help you organize the events in a story or the steps of a process. This chart is useful for narrative and expository (informative) writing.

### EXERCISE

Fill in the sequence chart. Add more boxes if necessary. Then refer to the completed chart during drafting.

### SEQUENCE CHART



## Rough Out Your Plan

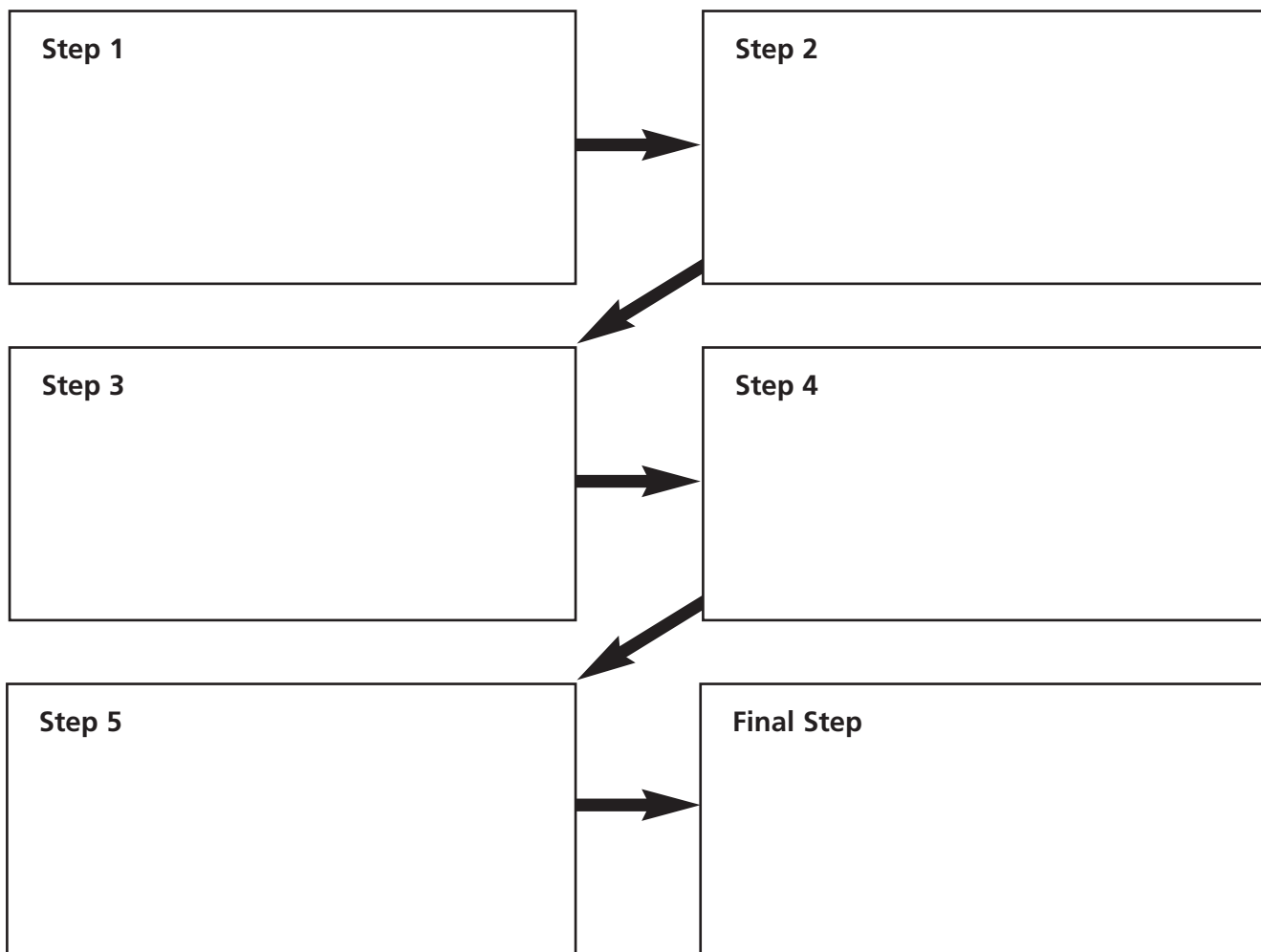
A "HOW-TO" PLANNER can help you break an activity into steps. This planner is useful for expository (informative) writing that explains a process.

### EXERCISE

Fill in the "how-to" planner. Then refer to the completed planner during drafting.

How to \_\_\_\_\_

Materials needed



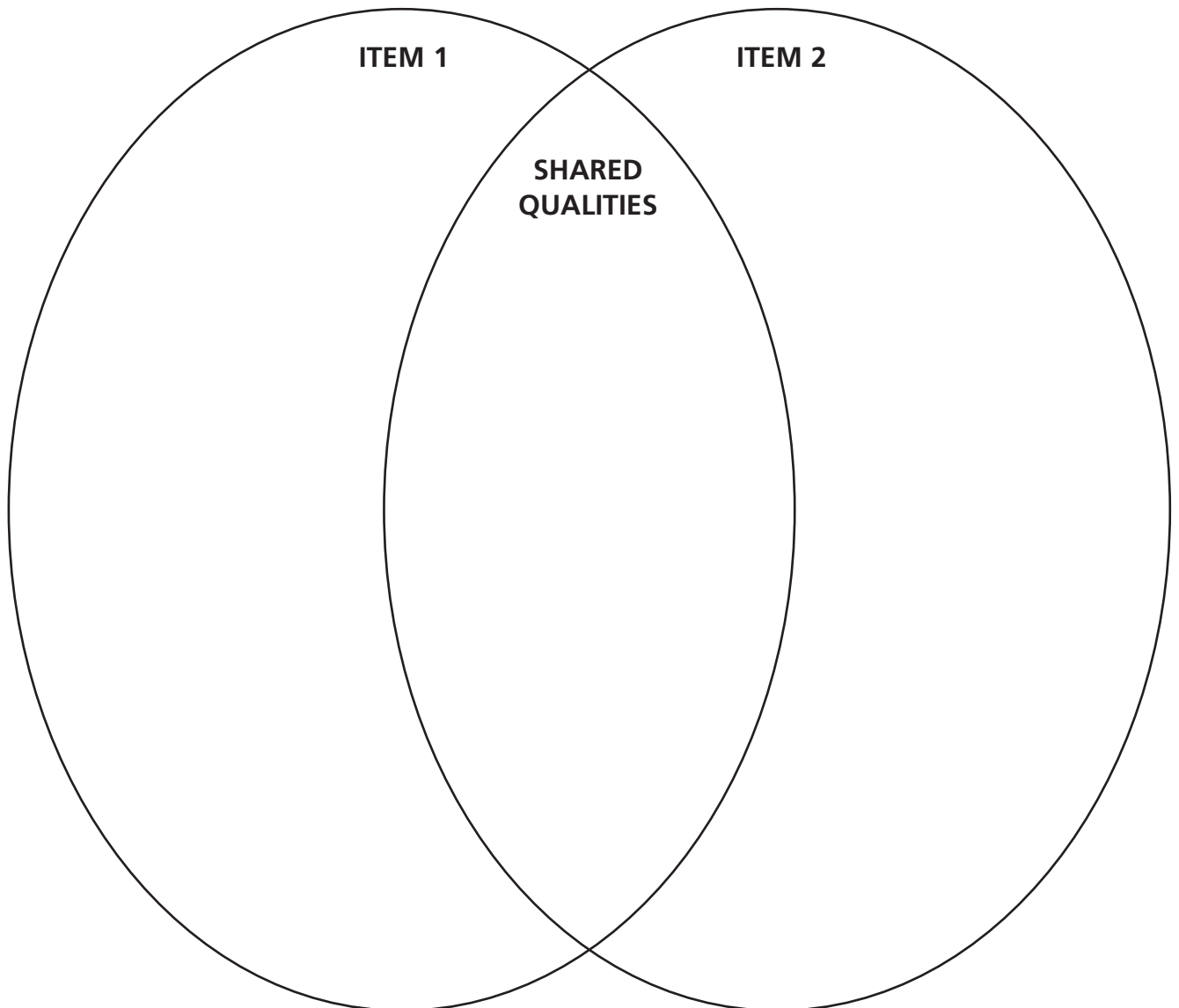


## Look at Similarities and Differences

Use a **VENN DIAGRAM** to gather details about two items you will compare and contrast. This diagram is especially useful for expository (informative) and persuasive writing.

### EXERCISE

Complete the Venn diagram. In the middle section, list features or qualities that the two items share. In the outer sections of the diagram, list features that are unique to each item. Then use details from the completed Venn diagram when you draft your essay.



## Look at Causes and Effects

The topic or issue of an essay may have more than one cause and effect. A **CAUSE-AND-EFFECT CHART** can help you list the causes and effects and see how they are related. This chart is useful for narrative, expository (informative), and persuasive writing.

### EXERCISE

Complete the cause-and-effect chart for the topic or issue you have chosen to write about. Then refer to the completed chart during drafting. Add more boxes as necessary if there is more than one cause for an effect or more than one effect of a cause.

Topic or issue \_\_\_\_\_

Cause 1	→	Effect
Cause 2	→	Effect
Cause 3	→	Effect

## Settle on a Solution

A **PROBLEM-SOLUTION CHART** can help you analyze a problem and propose a solution. This chart is useful for expository (informative) and persuasive writing.

### EXERCISE

Complete the problem-solution chart below. Then refer to the chart during drafting.

<b>Problem</b>	<b>Cause(s) of the problem</b>	
<b>Possible solution 1</b>	<b>Pros (+)</b>	<b>Cons (-)</b>
<b>Possible solution 2</b>	<b>Pros (+)</b>	<b>Cons (-)</b>
<b>Decision</b>	<b>Why this is a good decision</b>	

## Focus Your Views

Use a **PRO-AND-CON SCALE** to examine both sides of an issue or a topic. This scale is useful for persuasive writing.

### EXERCISE

Fill in the pro-and-con scale below. First, write a statement of your position in the triangle. Next, write the arguments that support your position in the "Pro" boxes. Write the probable arguments against your position in the "Con" boxes. Then refer to the completed scale during drafting.

**PRO**

**CON**

**Position:**

## Begin Drafting

The drafting stage of writing involves simply getting all your ideas down. You might find it easier to begin drafting in the middle—or even at the end—of your paper instead of at the beginning. Draft your paragraphs as they come to you and then put them in order later. The following diagram can help you get started. Each box represents a paragraph in your paper. Begin with any box. This diagram is useful for descriptive, narrative, expository (informative), and persuasive writing.

### EXERCISE

Fill in a box with text for each paragraph that you will include in your paper, adding boxes as necessary. Refer to your prewriting notes for ideas.

**Introduction (thesis statement and explanation)**

**Paragraph (topic sentence and supporting details)**

**Paragraph (topic sentence and supporting details)**

**Paragraph (topic sentence and supporting details)**

**Conclusion (summary and possibly a call to action)**

## Elaborate Main Points

As you draft each paragraph, write sentences that elaborate—prove, clarify, or expand on—your main idea. The types of details that you decide to use will vary, but they will generally fall into the categories in the **ELABORATION CHART** shown below. Typically, a paragraph will include two or more types of elaboration, all working to support the main idea. This elaboration chart is useful for descriptive, narrative, expository (informative), and persuasive writing.

### EXERCISE

Record the main idea of your paragraph. Then fill out the elaboration chart with various kinds of supporting details that develop your topic. Refer to the completed chart as you draft.

TOPIC: \_\_\_\_\_

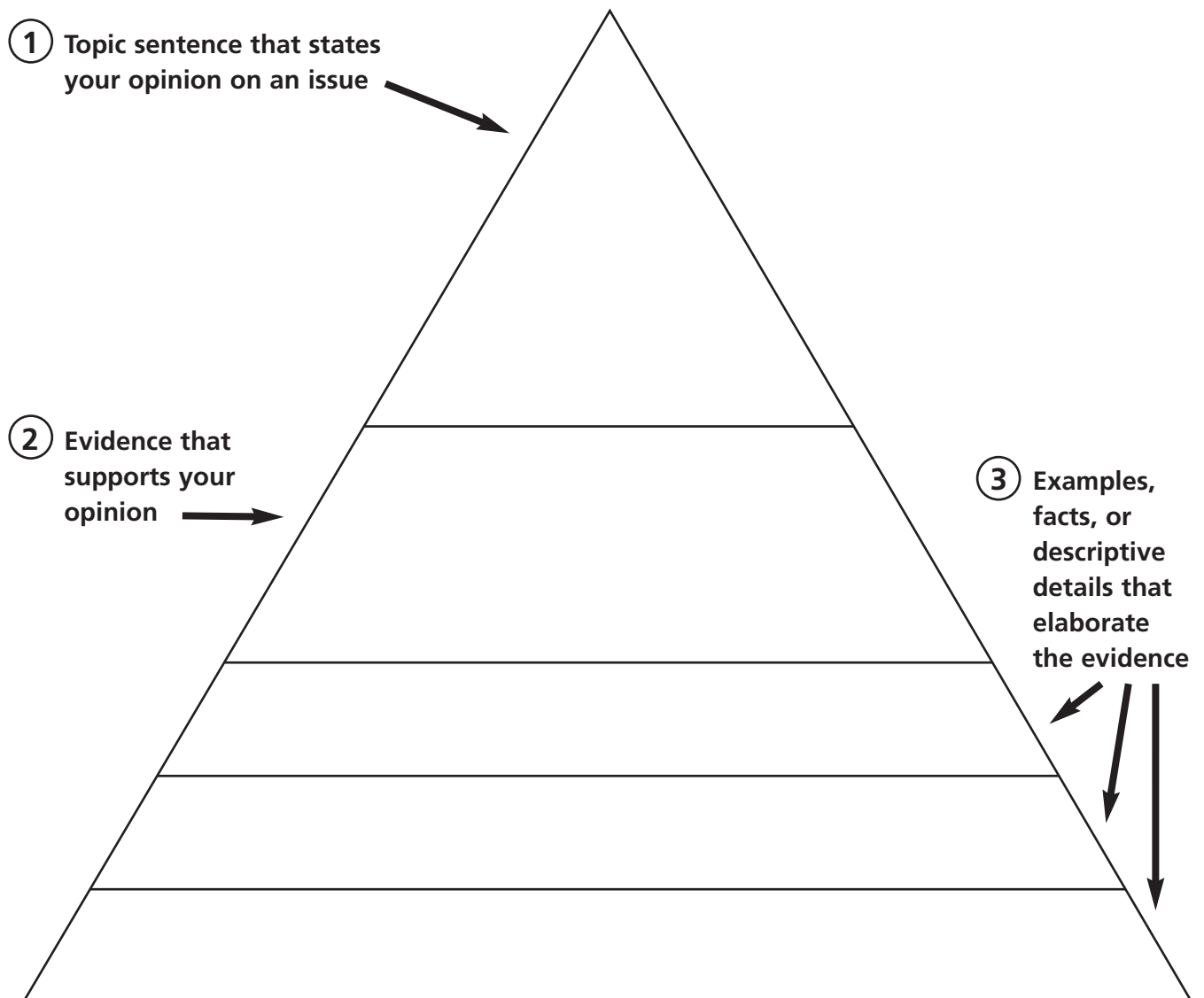
Kinds of Elaboration	Supporting Sentences
Sensory Details	
Examples	
Incidents	
Facts or statistics	
Reasons	

## Support Your Argument

A **PARAGRAPH PYRAMID** will help you develop well-organized paragraphs that support your opinion. This diagram is especially useful for persuasive writing.

### EXERCISE

First, review your prewriting notes. Next, fill out a paragraph pyramid to show the evidence that supports your opinion. Then refer to this completed pyramid as you draft this paragraph of your essay.



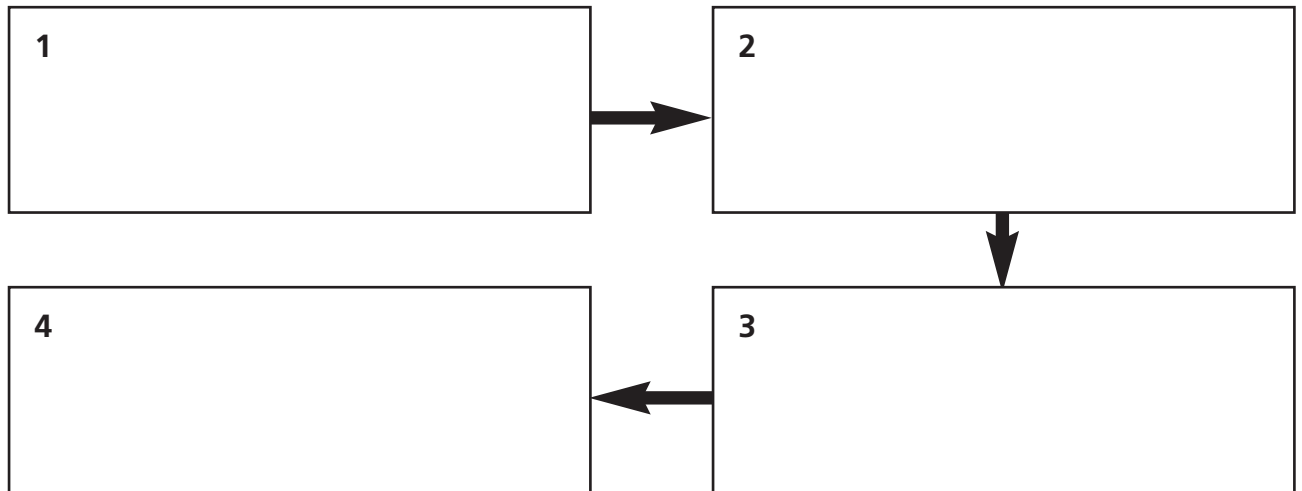
## Plan Changes

This **REORGANIZATION MAP** will help you improve your essay by rearranging the ideas to appear in the most logical, effective way. This diagram is useful for descriptive, narrative, expository (informative), and persuasive writing.

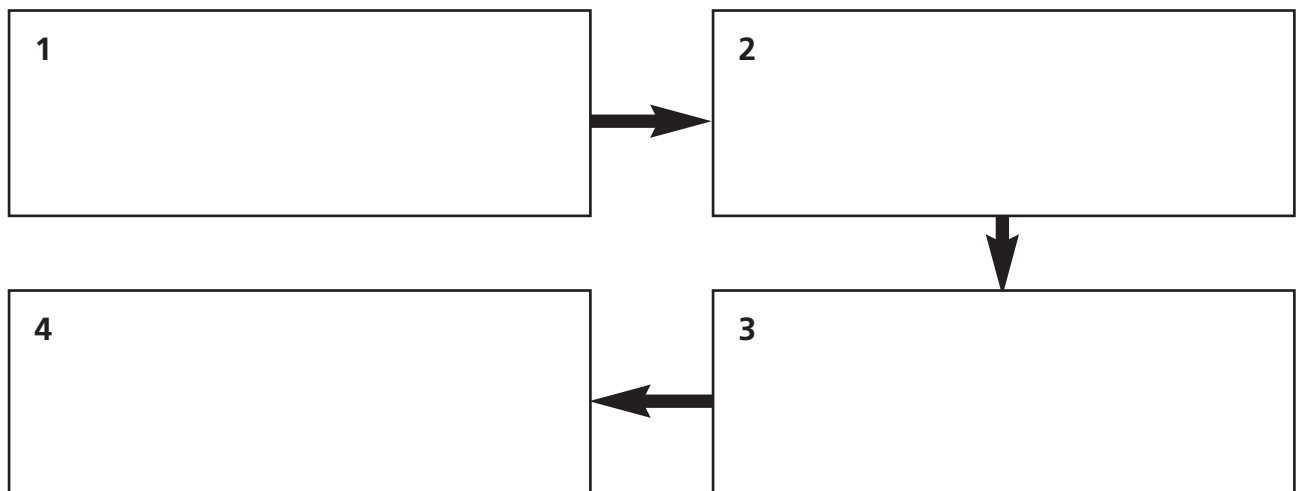
### EXERCISE

Complete the reorganization map. Copy the first sentence of each paragraph of your essay into the boxes under "Original order." Write these sentences in the order they appear in the essay. How might you rearrange the ideas to improve the essay? Write the new order of ideas in the boxes under "Revised order."

#### Original order



#### Revised order





## Link Ideas and Details

A **TRANSITIONS CHART** will help you add words and phrases to show relationships between details within a paragraph and to connect ideas between paragraphs.

### EXERCISE

As you revise, refer to the transitions chart. Choose words and phrases that will make your writing flow more smoothly. The transitions you include will depend on your topic and purpose for writing—to describe, narrate, inform, or persuade.

Transition Words and Phrases	
<b>Sequence</b>	first, next, when, until, before, later, finally, afterward, meanwhile, then
<b>Location</b>	above, below, here, underneath, inside, beside, around the corner, in the distance
<b>Importance</b>	first, mainly, primarily, last, most important, above all
<b>Cause and Effect</b>	because, as a result, consequently, for that reason, therefore, since
<b>Comparison</b>	similarly, like, just as, also, in the same way
<b>Contrast</b>	but, even so, however, in contrast, on the other hand, unlike

## Revise Your Work

Use a **REVISING QUESTIONNAIRE** to find areas where you could improve your work.

### EXERCISE

As you reread and evaluate your writing, refer to the questionnaire. Answer each question and then check off the question after you make any necessary changes to your paper.

#### REVISING QUESTIONNAIRE

- Is my purpose for writing clear?
- Do I give my audience all the background information they need?
- Would more elaboration, such as another example, descriptive detail, or reason, clarify some part or make my argument stronger?
- Do I include so much information that my audience might get confused?
- Are my sentences too short and choppy or too long and complicated?
- Are my ideas clear and presented in a sensible order?
- Would transitions make the connections between sentences or paragraphs clearer?
- Do I drift from my topic?

## Be a Peer Reviewer

Use the **PEER REVIEWING QUESTIONNAIRE** to help you offer your classmates helpful suggestions for revision.

### EXERCISE

Read a classmate's work straight through without commenting. Then use the questionnaire to guide your second reading. Refer to your completed questionnaire as you discuss your classmate's writing.

### PEER REVIEWING QUESTIONNAIRE









<input type="checkbox"/>	Which parts do you like the best?
<input type="checkbox"/>	Why do you like those parts?
<input type="checkbox"/>	How could the writer use elaboration, such as examples or details, to develop ideas?
<input type="checkbox"/>	Which part do you think is the weakest?
<input type="checkbox"/>	How could the writer make that part stronger?
<input type="checkbox"/>	How might the writer make the introduction more effective?
<input type="checkbox"/>	Which words would you replace with stronger, clearer, or more specific ones?
<input type="checkbox"/>	What could the writer do to improve the conclusion?

## Editors' and Proofreaders' Marks

Use proofreading marks when you edit and proofread your work to show where you need to make corrections and changes.

### EXERCISE

Note how to use the proofreading marks to show where corrections are needed in the examples.

Mark	Meaning	Example
	insert text	I love <sup>to</sup> watch tugboats chugging by on the river.
	delete	These boats <del>s</del> really do a solid day's work.
	close up space	I would love to ride on a tug boat.
	capitalize	I watch them on the East river in new york.
	make lowercase	They are still an important Means of transport.
	spell out	<sup>Spz</sup> 4 of the 5 tugboats that I saw yesterday were pushing barges instead of tugging them.
	insert period	Many tugs are painted to match the barges that they push.
	insert comma	Barges usually carry building materials, oil and shipping containers.

## Proofread Your Work

Use a **PROOFREADING CHECKLIST** to help you identify and correct any errors in grammar, usage, mechanics, and spelling.

### EXERCISE

As you proofread your work, place a check in each box when you have completed the step.

#### GRAMMAR AND USAGE

- I eliminated sentence fragments.
- I eliminated run-on sentences.
- I made the subjects and verbs of my sentences agree.
- I used the correct forms and endings for verbs.
- I provided a clear referent for each pronoun.
- I used subject pronouns as subjects and object pronouns as objects.

#### PUNCTUATION AND CAPITALIZATION

- I used appropriate punctuation at the end of every sentence.
- I included commas in a series of three or more items.
- I used commas and quotations marks correctly with direct quotations.
- I included apostrophes with possessive nouns.
- I checked that I did not use apostrophes with possessive personal pronouns.
- I capitalized all proper nouns and capitalized the first word of every sentence.
- I used quotation marks and italic type or underlining correctly with titles.

#### SPELLING

- I used a dictionary to check the correct spelling of unfamiliar words.
- When adding a suffix to words ending in silent e or y, I used the correct form.
- I doubled final consonants correctly when changing the form of verbs.
- I correctly formed plurals and compound words.
- I correctly spelled words that sound alike, such as *through* and *threw*.

You have had many experiences while growing up. Think about an event in your own life that was important to you or changed you in some way. Perhaps it is an event that you will remember forever.

Retell what happened to you. As you write your story, be sure to develop a plot. That is, create a beginning that describes the setting and include conflict, a climax, and a resolution. Your audience is your teacher and classmates.

### **CHECKLIST FOR YOUR WRITING**

The following checklist will help you do your best work. Make sure you:

- Read the explanation of the writing task carefully.
- Thoroughly develop your plot and include characters and a setting.
- Use specific details and narrative strategies such as dialogue.
- Narrate the events in a clear order.
- Use precise language that is best suited to your audience and purpose.
- Vary your sentences to add interest to your writing.
- Check for errors in grammar, spelling, punctuation, and sentence structure.

- **THE ESSAY MAY BE TOO SHORT TO EVALUATE OR—**
  - addresses only one part of the writing task.
  - lacks a central idea.
  - fails to maintain a point of view and focus.
  - illustrates no control of organization and lacks transitions that unify important ideas.
  - fails to support ideas with facts, details, and/or examples.
  - fails to develop the plot line.
  - lacks dialogue, suspense, and/or narrative action.
  - provides no sentence variety.
  - exhibits no understanding of purpose.
  - demonstrates no sense of audience.
  - contains serious errors in the conventions of the English language. (Errors interfere with the reader’s understanding of the writing.)\*

\* “Conventions of the English language” refers to grammar, punctuation, spelling, capitalization, and usage.

The writer does not tell a complete story or address most of the writing task.

— Baseball is so big in my town you would not believe it. People watch it on television talk about it all the time and play it at the parks in my town. If your a kid here you better like baseball and be good at it too it's real important here.

The essay contains serious errors in grammar, punctuation, and sentence structure. Almost no details tell what happened. There is no sense of audience or organization.

— One day I won the game for my baseball team, it was an event I will rember forever. We had one runner on base and I hit the ball into right and it went deep and the runner scored and then we won. My mom and dad still talk about it. How I won the game for my team.



■ **THE ESSAY—**

- addresses only parts of the writing task.
- suggests a central idea.
- maintains an inconsistent point of view and focus.
- illustrates little control of organization, which may include ineffective transitions that do not unify important ideas.
- supports the central idea with limited facts, details, and/or examples.
- minimally develops the plot line and may include characters and a setting.
- uses dialogue, suspense, and/or narrative action with minimal effectiveness.
- provides little variation of sentence types.
- exhibits little understanding of purpose.
- demonstrates little sense of audience.
- contains several errors in the conventions of the English language. (Errors may interfere with the reader’s understanding of the writing.)\*

\* “Conventions of the English language” refers to grammar, punctuation, spelling, capitalization, and usage.

The writer addresses only parts of the writing task, leaving out the setting and resolution. There is not much conflict.

The essay is not well organized and uses the same kind of sentences throughout.

Organization is weak. The focus shifts at times. There are several errors in spelling, grammar, punctuation, and sentence structure.

I won the baseball game for my team one day. I was in forth grade. I got the hit that won the game.

We were playing the cubs. My team was the sox. We were loosing by one run. It was the bottom of the last inning it was the last out we had a runner on second. I picked up the bat. I took a few practise swings. The pitcher was ready. He came at me hard with the first pitch. It was good. I just let it go right by. He was a good pitcher. One of the best ones in the league. He played all stars that summer. The coach told me to swing at the next one. He wasn't mad or anything.

Then the next pitch came at me. I went for it I hit it hard. It went into right feild. It was deep. I ran hard and got to second base the runner on second went

*(continued)*

home. We had it tied up then. Ronny Suarez was up next. He got to first on a hit. I got to third. Then Otis Washington got up Otis played all stars too. He got a big hit. I went home it was all over. We won the game!

■ **THE ESSAY—**

- addresses all parts of the writing task.
- presents a central idea.
- maintains a mostly consistent point of view and focus.
- illustrates a control of organization, including the effective use of some transitions.
- supports the central idea with facts, details, and/or examples.
- adequately develops the plot line and includes major and minor characters and a definite setting.
- uses dialogue, suspense, and/or narrative action appropriately.
- provides a variety of sentence types.
- exhibits a general understanding of purpose.
- demonstrates a general sense of audience.
- contains some errors in the conventions of the English language. (Errors do not interfere with the reader’s understanding of the writing.)\*

\* “Conventions of the English language” refers to grammar, punctuation, spelling, capitalization, and usage.

The writer addresses all parts of the writing task and, for most of the essay, stays focused on the event.

I always wanted to be good at baseball. I had my chance one day at Liberty Park, we were playing the Cubs. My team was the Sox. We were losing by one run. It was the bottom of the last inning, and the last out. We had a runner on second.

The writer introduces the conflict.

I picked up the bat. Nobody thought I could change anything. Everybody thought the game was over. The pitcher looked like he was smiling when I

The writer varies the sentences, provides details, and uses some descriptive language.

walked up to the plate. I figured everybody was right and that we didn't have a chance. I wished somebody else was at bat. My team had lost a lot of games that season and nobody cared if we won this one. Except maybe the coach and a couple kids who were the team stars.

*(continued)*

I was so nervous I just let the first pitch sail right by. The coach told me to swing at the next one. He wasn't mad or anything he knew we lost all ready and he was just saying what he always says. I figured we lost all ready too. I was never really any good at baseball, and why should it be different now.

There are some errors in grammar, punctuation, and sentence structure.

Then I got just the right pitch. I hit it into right field and nobody was ready for it. I got to second, and the runner on second came in!!! That tied it up. The top of the order was up next, and there pitcher got nervous, and the next two kids got singles, so I scored and we won the game.

The writer provides a resolution that completes the story.

That was the best day ever playing baseball. I learned what it was like to win the game for your team.

**■ THE ESSAY—**

- clearly addresses all parts of the writing task.
- clearly presents a central idea.
- maintains a consistent point of view and focus.
- purposefully illustrates a control of organization, including the effective use of transitions.
- thoughtfully supports the central idea with specific facts, details, and examples.
- thoroughly develops the plot line and includes major and minor characters and a definite setting.
- uses dialogue, suspense, and/or narrative action appropriately.
- provides a variety of sentence types.
- exhibits a clear understanding of purpose.
- demonstrates a clear sense of audience.
- contains few, if any, errors in the conventions of the English language. (Errors do not interfere with the reader’s understanding of the writing.)\*

\* “Conventions of the English language” refers to grammar, punctuation, spelling, capitalization, and usage.

The writer creates a strong beginning by establishing the setting.

In my home town, Eureka, baseball is big. There are men's and women's leagues, and the high school team wins the league championship year after year. From the minute I first learned about baseball, I wanted to be good at it.

The writer introduces the conflict.

Unfortunately, I was a big flop at my first baseball games. In T-ball, that didn't matter. In second and third grade, it didn't really matter either. But by the time I was in fourth grade, everyone knew if you could play or you couldn't. Usually, I couldn't.

The writer uses specific details and descriptive language to advance the plot.

One day at Liberty Park, we were playing the Cubs. My team, the Sox, was losing by one run. It was the bottom of the last inning, and the last out. We had a runner on second, but that was all. It was my turn at bat.

*(continued)*



When I picked up the bat, I could see the looks on everyone's faces. The kids on my team had given up. They were thinking "easy out." So were the kids in the field. On the sidelines, some parents were already folding up blankets and gathering their stuff. One of them had his car keys in his hand and said goodbye to another parent.

The writer uses dialogue to make the story more interesting.

— The first pitch went right over the plate, but I was too scared to swing. "Don't be a looker, Ryan," Coach Sweeney said. From the stands I heard my mom sing out her usual, "You can do it, Ryan." But I really didn't think I could.

*(continued)*

The writer stays focused on the event and demonstrates a clear sense of audience. The tone stays the same throughout.

I'll never know what happened on the next pitch, but I swung hard, and I connected. The ball lined into right, where no one was ready for it. I got to second, and the tying run scored. The next two kids at the top of our order managed to bring me in on singles. We won the game, and Coach Sweeney said later it was because of me!

The essay has no errors in spelling, grammar, punctuation, and sentence structure. It uses varied sentences and is well organized.

I have played a lot of baseball since then, but that was the best day I ever had. I don't know what it feels like to be a baseball star, but I did learn how great it feels to help your team win the game.

Many families and businesses depend on using cars. In fact, it is hard to imagine a world without automobiles. However, although automobiles are very useful, they also create significant problems.

Identify one major problem caused by cars. In a well-developed essay for your teacher, explain the problem and propose one specific way to solve it. Be sure to support your ideas with relevant examples and details.

### **CHECKLIST FOR YOUR WRITING**

The following checklist will help you do your best work. Make sure you:

- Read the explanation of the writing task carefully.
- Support and develop your ideas with specific details and examples.
- Organize your writing with a strong introduction, body, and conclusion.
- Use precise language that is best-suited to your audience and purpose.
- Vary your sentences to add interest to your writing.
- Check for errors in grammar, spelling, punctuation, and sentence structure.

- **THE ESSAY MAY BE TOO SHORT TO EVALUATE OR—**
  - addresses *only* one part of the writing task.
  - may provide a *weak* thesis or **no** thesis at all.
  - fails* to *maintain* a focus.
  - illustrates *little*, or **no**, control of organization.
  - fails* to support ideas with details and/or examples.
  - provides **no** sentence variety.
  - uses *limited* vocabulary.
  - demonstrates **no** sense of audience.
  - contains *serious errors* in the conventions of the English language. (Errors interfere with the reader’s understanding of the essay.)\*

\* Conventions of the English Language refer to grammar, punctuation, spelling, capitalization, and usage.

The writer does not support ideas with details or examples. Thoughts are not logically connected.

— What would happen if everybody drove all the time! The worst problem is that peopel get hurt in accidents, I think we need a solution to keep people from having accidents and getting hurt so we should make it harder to get a drivers lisense. Also a solution would be that people should all ways wear a seat belt.

## ■ THE ESSAY—

- addresses *only* parts of the writing task.
- may* provide a thesis.
- maintains an *inconsistent* tone and focus.
- illustrates *little, if any*, control of organization.
- may* support the thesis and main ideas with limited, if any, details and/or examples.
- provides *little, if any*, sentence variety.
- uses *basic, predictable* language.
- demonstrates *little* or **no** sense of audience.
- contains *several errors* in the conventions of the English language. (Errors may interfere with the reader’s understanding of the essay.)\*

\*Conventions of the English Language refer to grammar, punctuation, spelling, capitalization, and usage.

The writer drifts from the topic but goes on to respond to the prompt by addressing a problem and a solution.

Cars are very useful and I dont know what my family would do without one. My dad needs it for work, my mom too, and my brother needs it because there's no bus for his school and he even has a license. Cars also cause problems too. In my opinion, one of the most serious problems deals with safety. Theres way too many people hurt in car accidents. This problem could be solved if drivers acted more responsible and thought about the ways to protect themselves and other people.

The writer repeats information and does not include sufficient elaboration to support the topic sentence.

The solution is easy and you can explain it by following a simple rule, always wear seat belts. Sometimes I tell my parents to buckle up, I have to remind them. Always wear seatbelts. Its important to wear seat belts to solve the problem of preventing injurys from car accidents.

Errors in sentence structure, punctuation, and spelling show a limited control of language.

We decided that the best way to reach students, teachers and people was to make public service posters, we have to do some kind of community service project anyway and this was one way of doing something useful and not too hard. At my school some of the people in my class and I were worried about the affects of not wearing seat belts. Kids can do there share to make other people aware of car safety in other ways too a bunch of us got together and we made posters with slowgans about

This sentence is very disorganized and includes unnecessary information.

the importance of wearing seat belts. We hung the posters which were very colorful and some of them looked like they were made by an artist at diffrent places like other schools, the library and stores.

*(continued)*



The main idea is somewhat undeveloped.

— Kids alone cant make this solution work all by themselves, so we need the help of other people.

Theres a law that everyone must wear a seat belt, but too many people break the law. That's why police are also part of this whole thing. I think police should stop cars more often to make sure that everyone has on their seat belt. Give more tickets to drivers who don't have on their seat belt. Everyone will have their seatbelt on when they get stopped then.

## ■ THE ESSAY—

- addresses all parts of the writing task.
- provides a thesis.
- maintains a consistent tone and focus.
- illustrates a control of organization.
- supports the thesis and main ideas with details and examples.
- provides a *variety* of sentence types.
- uses *some descriptive* language.
- demonstrates a *general* sense of audience.
- contains *some errors* in the conventions of the English language. (Errors do **not** interfere with the reader’s understanding of the essay.)\*

\*Conventions of the English Language refer to grammar, punctuation, spelling, capitalization, and usage.

The writer addresses the prompt by identifying a problem and proposing a solution.

Cars are very useful, but they can also be unsafe. Too many people are injured in car accidents each year. This problem could be solved if drivers were more responsible and thought about how to protect themselves and their passengers. I think that getting people to wear their seat belts whenever they travel by car would reduce the number of serious injuries suffered in automobile accidents.

The writer uses an example to support the main idea of the paragraph.

We have all seen the ads on TV showing what happens to crash dummies that don't wear seatbelts. When there is a crash, they fly all over the car. Some are even thrown out the window. Then the announcer says, "Don't be a dummy. Buckle up."

But how do you get people to do this? Sometimes drivers are just distracted or in a hurry, and they

*(continued)*

forget. Some cars make a soft warning sound to alert the driver and passengers that the seat belts are not being used. This is good but sometimes the sound stops automatically even if the driver has not

The writer organizes the details of the solution.

put on the seat belt. I think car manufacturers should do more. They should invent something to stop the steering wheel from moving until the driver puts on the seat belt. This would make wearing seat belts a requirement and save many lives.

The usage errors, repetitive language, and short, choppy sentences do not interfere with the reader's understanding of the essay.

Kids can also remind their parents to buckle up. I remind my parents all the time. Parents appreciate a gentle reminder. They're glad their kids care about them. So even kids can help prevent injuries from car accidents.

*(continued)*

It is the law to wear seat belts. Police have the authority to enforce this law, and they can and should crack down on people who refuse to buckle

This example develops the topic sentence of the paragraph.

up. For example, traffic cops should routinely conduct random checks on cars. If the driver or the passengers are not wearing a seat belt, they should pay a heavy fine. This would force people to start obeying the seat belt law, and more lives would be saved.

Adding a summary of the ideas presented in the essay would help make the conclusion more effective.

Unfortunately, nothing can completely prevent injuries in car accidents. But there will be fewer injuries if the solution I proposed is followed.

## ■ THE ESSAY—

- clearly* addresses all parts of the writing task.
- provides a *meaningful* thesis.
- maintains a consistent tone and focus.
- purposefully* illustrates a control of organization.
- thoughtfully* supports the thesis and main ideas with specific details and examples.
- provides a *variety* of sentence types.
- uses *precise, descriptive* language.
- demonstrates a *clear* sense of audience.
- contains *few, if any*, errors in the conventions of the English language. (Errors are generally first-draft in nature.)\*

\*Conventions of the English Language refer to grammar, punctuation, spelling, capitalization, and usage.

The writer's introduction is well organized, with an attention-getting opening and a clear statement of the problem and solution.

Although cars are very useful, they can also be unsafe. Many people are injured in car accidents each year. Traffic reporters on the morning news describe the daily "fender benders" as well as other car accidents that can result in injuries. Many serious injuries could be prevented, however, if people always wore their seat belts.

In this paragraph, the writer directly and effectively addresses the audience and provides a fully elaborated example to support an idea.

A public safety ad I watched on television clearly shows what happens when people don't buckle up their seat belts. Picture this scene. A family of crash dummies rides in a car. Not one is wearing a seat belt. The crash dummy in the driver's seat suddenly slams on the brakes and hits the back of another car. The impact throws the crash dummies around the car and the one in the front seat hits the windshield. Another flies half way out of the window. Then the

*(continued)*

announcer says, "Don't be a dummy. Buckle up." The message of the advertisement is clear. The smart solution for reducing the number of injuries caused by car accidents is to wear a seat belt.

The writer uses varied sentence constructions and effective word choice to hold the reader's interest.

Car manufacturers in particular could take steps to make the use of seat belts more effective. For example, most cars make a soft warning sound to alert the driver and passengers that the seat belts are not being used. After a short while, though, the warning sound goes off automatically, even if the

The writer offers a specific, concrete solution to the problem.

driver has not put on a seat belt. I propose that car manufacturers take a bolder step. They should invent some kind of electronic device that freezes the steering wheel of the car until the driver puts on the seat belt. This innovative safety feature could save many lives.



The writer logically connects thoughts with an effective transition.

Police could also play a strong role in making sure drivers and passengers wear seat belts. Since police have the authority to enforce the law, they can crack down on people who refuse to buckle up. For example, the police patrolling traffic should routinely conduct random checks on cars. If any person in the car is not wearing a seat belt, police should impose a heavy fine. This penalty would force people to realize the importance of obeying the seat belt law.

The writer concludes the essay with a clear, effective summary of the problem and solution.

Unfortunately, the problem of people suffering injuries in car accidents will never disappear entirely. However, people can turn to a simple solution to help reduce the number of injuries: wear seat belts. With new technology installed in cars and the help of the police, more and more people in the future will buckle up.

- **THE ESSAY MAY BE TOO SHORT TO EVALUATE OR—**
  - addresses only one part of the writing task.
  - lacks a central idea.
  - fails to maintain a point of view or focus.
  - illustrates no control of organization and lacks transitions that unify important ideas.
  - fails to support ideas with facts, details, and/or examples.
  - fails to defend a position with any evidence.
  - fails to address the reader’s concerns, biases, or expectations.
  - exhibits no understanding of purpose.
  - demonstrates no sense of audience.
  - provides no sentence variety.
  - contains serious errors in the conventions of the English language. (Errors interfere with the reader’s understanding of the writing.)\*

\* “Conventions of the English language” refers to grammar, punctuation, spelling, capitalization, and usage.

The writer does not have a clear focus or organizational structure and does not respond appropriately for the audience. There are serious punctuation, spelling, and grammar errors.

— My brother has always worn a helmet and knee pads and elbow pads when he rides his bike or skates.

Spend money on something that don't make you sweat.

Then the sweat comes down in your eyes and you can't see and you could crash. That's a real danger.

**■ THE ESSAY—**

- addresses only parts of the writing task.
- suggests a central idea.
- has an inconsistent point of view and focus.
- illustrates little control of organization, which may include ineffective transitions that do not unify important ideas.
- supports the central idea with limited facts, details, and/or examples.
- defends a position with little, if any, evidence.
- may address the reader’s concerns, biases, or expectations.
- exhibits little understanding of purpose.
- demonstrates little sense of audience.
- provides little variation of sentence types.
- contains several errors in the conventions of the English language. (Errors may interfere with the reader’s understanding of the writing.)\*

\* “Conventions of the English language” refers to grammar, punctuation, spelling, capitalization, and usage.

The writer responds appropriately for the specified audience.

I think it is absurd to have a law requiring people to wear helmets every time they ride their bikes or blade down to the courts, and legislators should stop thinking about this law and concentrate on bigger and more serious things. Like cleaning up pollution and helping people.

This paragraph presents a reason that is somewhat elaborated.

Government's job is to serve people, not be a parent. Teaching young people to wear a helmet for safety should be the job of parents and schools. Government should spend its time on issues like pollution and crime, and our police have enough to do. A Police Officer should not waste time with a silly law.

Helmets cause sweat. The dripping sweat slides down your forehead and into your eyes, and you're blind for a second and you could crash, and that's more of a

*(continued)*

danger to society than not wearing a helmet. Almost every accident has an injury to the wrist, knee, or

A run-on sentence and a sentence fragment show a limited control of written language.

elbow, not the head. Don't turn it into a legal thing, it should be up to the person to decide if a helmet is needed. Not the government.

Money for this law should be spent teaching people about how they can keep from getting head injuries.

Schools and education is better places to put

This example is not elaborated.

taxpayers money. Safety stickers and information brochures would help too.

Politicians need to remember that voters remember how they voted. When the election time rolls around, certain politicians may be sorry that they wasted the

*(continued)*

public's money on insignificant laws. Then they'll

The conclusion is weak and ineffective.

be sorry. There are more important issues. That's what I think.

**■ THE ESSAY—**

- addresses all parts of the writing task.
- presents a central idea.
- maintains a mostly consistent point of view and focus.
- illustrates a control of organization, including the effective use of some transitions.
- supports the central idea with facts, details, and/or examples.
- generally defends a position with precise and relevant evidence.
- addresses the reader’s concerns, biases, or expectations.
- exhibits a general understanding of purpose.
- demonstrates a general sense of audience.
- provides a variety of sentence types.
- contains some errors in the conventions of the English language. (Errors do not interfere with the reader’s understanding of the writing.)\*

\* “Conventions of the English language” refers to grammar, punctuation, spelling, capitalization, and usage.



The writer clearly states a purpose and responds appropriately for the specified audience.

I think it is absurd to have a law requiring people to wear helmets every time they ride their bikes or roller blade down to the basketball courts. Government should not be involved in this issue. In fact, a law making people wear helmets can cause more injuries than it prevents. Legislators should put this proposal aside and concentrate on bigger and more serious things.

In this paragraph, the writer presents a reason that is only partially elaborated in support of his or her chosen position.

Government's job is to serve people, not fill the job of parent. Teaching young people to wear a helmet for safety should be the job of parents and schools. Government should spend its time on issues like pollution and crime. Our police have enough to do, and their time should not be wasted by such a silly law.

The writer identifies an opposing viewpoint.

Supporters say that the law will prevent injuries and save lives. However, the fact is that helmets make people sweat. This is very dangerous, because the dripping sweat slides down the forehead and into the eyes, blinding the person and perhaps causing a crash. That's more of a danger to society than not wearing a helmet. Almost every accident causes an injury to the wrist, knee, or elbow—not the head.

The writer shows a general control of written language, despite the errors in pronoun usage.

Don't turn it into a legal matter. It should be up to you and I, not the government, to decide if a helmet is needed.

Funds required for passing this law should be spent teaching athletes about head injuries. Education is a better place to put taxpayers' money. Safety stickers and information brochures would help too.

*(continued)*

The concluding paragraph persuades the audience to take action on the viewpoint presented in the essay.

— Politicians need to remember that voters remember how elected officials voted. When election time rolls around, certain politicians may be sorry that they wasted the public's money on insignificant laws. There are more important issues. Let's work together to defeat this proposed law!

**■ THE ESSAY—**

- clearly addresses all parts of the writing task.
- clearly presents a central idea.
- maintains a consistent point of view and focus.
- purposefully illustrates a control of organization, including the effective use of transitions.
- thoughtfully supports the central idea with specific facts, details, and/or examples.
- authoritatively defends a position with precise and relevant evidence.
- convincingly addresses the reader’s concerns, biases, or expectations.
- exhibits a clear understanding of purpose.
- demonstrates a clear sense of audience.
- provides a variety of sentence types.
- contains few, if any, errors in the conventions of the English language. (Errors do not interfere with the reader’s understanding of the writing.)\*

\* “Conventions of the English language” refers to grammar, punctuation, spelling, capitalization, and usage.

Legislation is very important in this country, and our elected officials have important work to do. Therefore,

The writer clearly addresses the persuasive task and responds appropriately for the specified audience.

I think it is absurd to have a law requiring people to wear helmets every time they ride their bikes or blade down to the basketball court. Government should not be involved in this issue. In fact, a law making people wear helmets can cause more injuries than it prevents. Legislators should put this proposal aside and concentrate on bigger and more serious issues.

The writer uses a supporting reason as the topic sentence of this paragraph. The details in the paragraph elaborate on this reason.

Above all, a government's job is to serve the people, not fill the job of parent. Educating young people to wear a helmet for safety should remain the job of parents and schools. Government should spend its time on issues like pollution and crime. Besides legislative time, there is also the issue of enforcement

*(continued)*

The writer uses words that grab the reader's attention.

time. Who will issue these fifty-dollar fines for not wearing a helmet? If the answer is the police, then it is even more absurd to have this law. We do not need "helmet police." Our police have more than enough to do without adding helmet violations to their agenda. Such a silly law should not take up a police officer's time.

Another reason for rejecting this plan is that every citizen should decide for himself or herself whether

The writer counters an opposing viewpoint and uses a transition to unify two ideas.

to wear a helmet. Supporters of the law argue that it will prevent injuries and save lives. However, a helmet's safety advantages can quickly disappear on a clear day. With no air flowing between your head and the plastic foam cushion, sweat begins to pour out

*(continued)*

The writer uses descriptive details to illustrate a point.

of your scalp. The dripping sweat can slide down the forehead and into the eyes, stinging and blinding the skater or cyclist. This creates a danger far worse than a bare head. Besides, most accidents that I have seen have resulted in wrist, knee, or elbow injuries, not head injuries. So, of course, a biker or skater can choose to wear a helmet, but don't turn this small choice into a legal matter. Supporters of this proposed law claim that many head injuries could be prevented.

The sentence structure emphasizes the writer's main idea.

Sure, sports can be risky, but it should be up to the individual—not the government—to decide whether a helmet is needed.

Finally, funds required for passing this law would be better spent educating athletes about the possibility

*(continued)*

The writer uses a narrative strategy to elaborate on the main idea of this paragraph by telling about a personal experience.

of head injuries from these sports. My brother is a good example. He has always worn a helmet when riding his bike, and he adds knee and elbow pads for roller blading. He learned these safety measures at school and from my parents, not from laws. Schools and education are better places to put taxpayers' money. In addition, safety stickers and information brochures would help convince adult athletes more than any law would.

In conclusion, I believe our government needs to turn its attention to more pressing community issues and away from a helmet law that would be nothing more than another nuisance law. This proposed law would only cause resentment against the lawmakers who passed it.



FIRST DRAFT

PERSUASIVE ESSAY  
SCORE POINT 2

The writer responds appropriately for the specified audience.

I think it is absurd to have a law requiring people to wear helmets every time they ride their bikes or blade down to the courts, and legislators should stop thinking about this law and concentrat on bigger and more serious things. Like cleaning up pollution and helping people.

This paragraph presents a reason that is somewhat elaborated.

Government's job is to serve people, not be a parent. Teaching young people to wear a helmet for safety should be the job of parent's and school's. Government should spend its time on issues like pollution and crime, and our police have enough to do. A Police Officer should not waste time with a silly law. Helmets cause sweat. The dripping sweat slides

OVERLAY

up  
basketball  
roller  
put this proposal aside  
ate  
Government should not be involved in this issue. In fact, a law making people wear helmets can cause more injuries than it prevents  
fill the job of  
and their time  
should not be wasted by such  
Supporters say that the law will prevent injuries and save lives. However, the fact is that  
make people  
This is very dangerous, because

**REVISED TO SCORE POINT 3**  
The writer clearly takes a position on the issue.

The writer addresses an opposing argument.

**PERSUASIVE ESSAY  
SCORE POINT 2**

down your forehead and into your eyes, and you're blind for a second and you could crash, and that's more of a danger to society than not wearing a helmet. Almost every accident has an injury to the wrist, knee, or elbow, not the head. Don't turn it into a legal thing, it should be up to the person to decide if a helmet is needed. Not the government.

A run-on sentence and a sentence fragment show a limited control of written language.

Money for this law should be spent teaching people about how they can keep from getting head injuries. Schools and education is better places to put taxpayers money. Safety stickers and information brochures would help too.

This example is not elaborated.

# 2a

## Revision Overlay Transparency

### REVISED TO SCORE POINT 3

The writer clearly explains a cause-and-effect relationship to elaborate a reason.

the person and perhaps causing a  
 the blinding the  
 causes

matter  
 you and I, not the government,

The writer rephrases this sentence to more clearly make the point.

Funds required passing  
 athletes

U  
D  
A

**PERSUASIVE ESSAY  
SCORE POINT 2**

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Politicians need to remember that voters remember how they voted. When the election time rolls around, certain politicians may be sorry that they wasted the public's money on insignificant laws. Then they'll be sorry. There are more important issues. That's what I think.

The conclusion is weak and ineffective.

**REVISED TO  
SCORE POINT 3**

elected officials

or

together to defeat this proposed law!

Let's work

The writer adds an effective concluding sentence that calls the readers to take a specific action. There is no doubt about the writer's point of view.

**3a**

Revision Overlay Transparency

