

## Grade 7 Baseline Annotation – Expository Writing - #711MB

**Prompt:** Think of a person who made a difference in your life. It could be a friend, family member, neighbor, coach, teacher – anyone who has changed your life. Write a multiple-paragraph essay to a teacher explaining how this person made a difference in your life.

### Content - 4

#### Level 4: Advanced

- A. Focus is narrow and concentrated throughout the paper and centered on a substantive thesis/position.
- B. Reason(s) are significant; fully support the thesis/position.
- C. Elaboration is significant, purposeful, specific and precise, uses combination of details/examples/facts/anecdotes to fully support thesis/reasons; clarifies.
- D. Message is insightful, distinct and/or anticipates questions.

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Focus: Focus is **narrow and concentrated throughout the paper**. The thesis is worthwhile and clear, but not formulaic: “There is one person in my life who has made a major difference, and is my personal Superman”.

Reasons: The reasons are **significant and fully support the thesis**: stopping racism and bullying, being involved in extra curricular activities, and lending a helping hand. Each reason provides support for the statement that Jeremy makes the school a better place, and therefore is a strong influence on the student.

Elaboration: The student uses **significant and specific evidence to support each reason**, and to show how each example positively affected the student, as well as the school. The student **uses a combination of details, examples, and anecdotes to fully develop his/her reasons** (e.g. “kids were making fun of me because of my race, culture, religion, skin color, and many other characteristics [...]he stomped down the hall to the principle’s office, explaining all of what happened. The kids got busted while Jeremy saved the day”; “There once was a boy, in his club, who got a failing grade on his project, so he had to redo it. Jeremy came to his service, helping him, day after day, which led the boy earning an A”).

Message: The message is **insightful, and distinct**: the student is influenced by a positive role model who not only stands up for others, but also contributes to the student population regularly. The student also **anticipates any questions** the reader may have, and purposefully includes enough detail and explanation to give the reader a sense of understanding.

\***Bold** text in descriptions indicates language from the rubric.

### Organization - 4

#### Level 4: Advanced

- A. Introduction uniquely presents thesis/position. Uses one or more of the introduction strategies. Creatively engages the reader. Gives a strong sense of direction.
- B. Middle reasons/elaboration are tightly and purposefully arranged in a unified, cohesive and/or logical pattern to develop the thesis/position; has a sense of completeness.
- C. Transitions intentionally signal/imply connections throughout the text; clearly provide a sense of cohesion (between/within-paragraphs).
- D. Conclusion signals a thought-provoking and insightful wrap up that tightly connects to the thesis and body of the paper. Uniquely uses one or more conclusion strategies.

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Introduction: To **creatively engage the audience**, the student uses the **introduction strategy** of starting with a well known quote from *Superman* “It’s a bird...it’s a plane...it’s Superman!” The quote is used not only as a **unique context to introduce the thesis**, but also becomes a thread that continues throughout the entire paper. The thesis is clear and provides the reader with a **strong sense of direction** and anticipation for the rest of the essay.

Middle: The student arranges the middle paragraphs **purposefully and cohesively**. Each paragraph focuses on a specific aspect, or action, of Jeremy, giving elaboration and explanation for each aspect/action (stopping racism and bullying, being involved in extra curricular activities, etc).

Transitions: The transitions **clearly provide cohesion that covers the bulk of the text** through between/within paragraph transitions as well as through the use of the Superman comparison throughout each paragraph (e.g., “Not only does “Superman” Jeremy stop racism but he also stops bullying”; “Although I have never seen him come out of a phone booth, Jeremy has made a big difference in my life”).

Conclusion: The conclusion **signals a thought-provoking wrap up that tightly connects the thesis to the body of the paper**: “Jeremy has made a big difference in my life, ranging from ending racism, to standing up to bullies, and lending a helping hand. He has also influenced me to become a better person”. The student also **uses conclusion strategies to leave the reader** with a glance towards the future: “In my opinion, everyone should strive to be like Jeremy (A superman for your school). I appreciate what he has done for not only me, not only the school, but for everyone. Watch out J\_\_\_ High School and beyond, here he comes!”

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<u>Style</u> - 4	<u>Conventions</u> - 4
<p><b>Level 4: Advanced</b></p> <p>A. <u>Sentences</u> create a suitable cadence to address a designated audience/purpose/form through an intentional use of beginnings, structures and lengths.</p> <p>B. <u>Word Choice</u> is vivid, apt, memorable; is natural and never overdone; uses various active verbs.</p> <p>C. <u>Voice</u> uses tone that engages designated audience; may take risks.</p> <p style="text-align: center;">*****</p> <p>Sentences: The student creates a suitable cadence that addresses the audience with an intentional variety of beginnings, structures and lengths (e.g. “Jeremy flew over to him, consoled him, took him to the nurse, and stayed by him until his mother could pick him up”; “Don’t you just wish it could be that easy?”; “Let’s be realistic, even though there isn’t a Superman, Jeremy is there to replace him”).</p> <p>Word Choice: The word choice strengthens the writing by using apt, vivid, and memorable words. The student easily creates vivid pictures for the reader through his/her choice in words (e.g. “harsh concrete”; “characteristics”; “Jeremy flew over to him”; “stomped”; “excluded”; “big whoop”). The student uses active verbs throughout the paper, occasionally using passive verbs to enhance the writing (e.g. “Anger built up...Right away, he stomped down the hall...” “Instead of being the problem, Jeremy became part of the solution...”).</p> <p>Voice: The tone is engaging and fits the designated audience. Through the use of complex sentence structures, variety in word choice, and appropriate mix of formal and casual language, as well as stylistic sentence fragments, the student draws the reader in (e.g., “This kid will most probably go to heaven right away, because of the fact that he is an angel.” “I bet what you are thinking, big whoop, anyone can do that. But in reality, not everybody can”).</p> <p><small>*<b>Bold</b> text in descriptions indicates language from the rubric.</small></p>	<p><b>Level 4: Advanced</b> intentionally applies usage, spelling, capitalization, punctuation and paragraphs to enhance meaning; may break rules for style purposes; demonstrates good command of conventions.</p> <p style="text-align: center;">*****</p> <p>The student shows command of conventions, using a variety of grade level conventions, as well as consistently applying lower level conventions. The student uses creative manipulation of independent and dependent clauses: “Although I’ve never seen him come out of a phone booth, Jeremy has made a big difference in my life, ranging from ending racism, to standing up to bullies, and lending a helping hand”, using correct punctuation as well as parallel construction. The student also breaks rules for style and emphasis, making use of sentence fragments (e.g. “Bad idea!”; “Another story”).</p> <p><small>*<b>Bold</b> text in descriptions indicates language from the rubric.</small></p>