

# Texas Sampler Grade 7

— SpringBoard® —

# Writing Workshops

English Textual Power™

# Vertical Articulation of Online Writing Workshops

The ten SpringBoard writing workshops cover the writing process and major writing modes. These modes change from middle school to high school to provide distinctions in organizational structure, style, and writing techniques.

**Writing Workshop 1 consists of two distinct writing process workshops:** one explicitly for middle school and one for high school.

- The middle school workshop is designed to introduce and guide students through the stages of the process, helping them to understand and practice writing in each of the stages.
- The high school workshop assumes that students know the basic skills so they can focus more on stylistic techniques, rhetorical elements, and syntactical structure that writers consider as they move through the various stages of the process.

**Writing Workshops 2, 3, and 5 include the short story, poetry, and script writing workshops.** All have students work from model texts to explore creative writing modes. As students move through the workshop levels, they develop more independently through continued creative writing opportunities.

**Writing Workshop 4 begins with personal narrative writing in middle school and moves into reflective writing in high school** to help prepare students for the kind of writing they will need to become college ready.

**Writing Workshop 6 consists of expository workshops** that allow students to explore a variety of organizational structures, such as cause-effect, compare-contrast, problem-solution, definition, and synthesis.

**Writing Workshop 7 includes procedural writing workshops,** which give students practice in practical writing applications that develop writing skills appropriate for the workplace and college.

**Writing Workshop 8 focuses on persuasive writing** and moves through two distinct organizational structures that ultimately prepare students for end-of-course exams and AP. The middle school workshops focus on persuasive essays, whereas high school workshops focus on AP prompts that prepare students to transfer the elements of persuasive writing to more sophisticated elements of argumentation.

**Writing Workshop 9 has students analyze texts and write a response to a literary or expository text.** These workshops allow students to analyze both fiction and nonfiction texts and write thoughtful responses analyzing the elements of each. The model texts analyzed range from short stories to poetry and expository texts.

**Writing Workshop 10 includes research** to introduce, reinforce, and refine research process skills, collaborative skills, and evaluation of results. Students produce an expository text reporting the results and their interpretation of their research and its application to a specific topic.



# SpringBoard® Writing Workshops

## English Textual Power™

**This sampler contains Writing Workshops 6, Expository Writing, and 8, Persuasive Writing, for Grade 7.**

SpringBoard instruction in writing is addressed in two integrated ways: through project-based, scaffolded writing assessments and through SpringBoard Online Writing Workshops. Writing Workshops offer teachers and students guided experiences in specific rhetorical and grammar and usage skills, emphasizing practice and mastery of specific writing modes. Writing Workshops are designed to offer additional direct writing instruction to support and extend mastery of the writing process and commonly assessed written products. Each workshop guides students through the writing of three separate texts in the specific mode being taught: one that is constructed as a class with direct guidance from the teacher, one that is peer constructed with teacher support, and one that is written independently.

Ten different writing workshops are available on SpringBoard Online at each grade level from grades 6 through Senior English. The workshops for each grade cover the following writing modes:

### Writing Workshop Genres, Grades 6–12:

- Writing Workshop 1: **The Writing Process**
- Writing Workshop 2: **Short Story**
- Writing Workshop 3: **Poetry**
- Writing Workshop 4: **Personal Narrative (or Reflective Essay)**
- Writing Workshop 5: **Script Writing**
- **Writing Workshop 6: Expository Writing**
- Writing Workshop 7: **Procedural Texts**
- **Writing Workshop 8: Persuasive Writing**
- Writing Workshop 9: **Response to Literary or Expository Text**
- Writing Workshop 10: **Research**

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## Alignment to Texas Writing Standards

The SpringBoard Writing Workshops are closely aligned to the Texas writing standards. These workshops help prepare students to write well in a variety of writing modes that are key to college readiness and to success on high stakes assessments such as Texas end-of-course exams, AP exams, and the SAT.

## Vertical Articulation of Writing Skills and Concepts

The inside front cover of this sampler provides a description of how the writing workshops are developed across the grade levels. For each writing mode, there is a clear scope and sequence of writing development, taking students through organizational structure, presentation of ideas, use of stylistic techniques, use of sentence structure for effect, and incorporation of grammar and language conventions.

Each writing workshop is accompanied by a Scoring Guide that outlines the performance expectations for each writing mode and provides accountability for the learning targets identified at each grade level.

## Reading and Writing Connection

The Writing Workshops follow an instructional sequence designed to support students in their initial writing efforts and to provide practice to help them gain independent writing skills. The activities are structured to provide a gradual release of control, moving students from a class exercise to writing independently.

- In **Activity 1**, students read and study an exemplar text from the perspective of a writer to understand structure and stylistic techniques the author used to create meaning in the text.
- **Activity 2** is a class-constructed writing practice in which teachers work with students to co-construct a model text that incorporates learning from the model studied in Activity 1. Activity 2 enables the most proficient writer in the room—the teacher—to model SpringBoard writing strategies and to help students move successfully through the writing process to create a text that adheres to the goals outlined for the activity.
- In **Activity 3**, students work in collaborative groups to apply knowledge learned from Activities 1 and 2 to a writing product that incorporates the concepts and strategies learned from the first two activities. For this activity, students do the planning and writing, while teachers monitor their work and provide mini-lessons as needed to differentiate instruction and to support student learning.
- **Activity 4** requires students to work on their own to produce writing that demonstrates all the characteristics of the mode they have been learning.

The Teacher Edition of the Writing Workshops provides commentary for each workshop and includes suggestions to help teachers provide additional support for struggling writers and to extend learning for more advanced writers.

## Expository Writing

### Compare and Contrast

SUGGESTED LEARNING STRATEGIES: Quickwrite, Marking the Text, Graphic Organizer, Think-Pair-Share, Brainstorming, Webbing, Outlining, Think Aloud, Drafting, Sharing and Responding

#### Focus:

The purpose of an expository essay is for the writer to communicate ideas and information about a topic to specific audiences for specific purposes. Expository essays are often written to define or describe a subject, provide directions for how to do something, or to compare subjects by exploring how they are similar and different.

#### Goal:

Write a multi-paragraph expository essay that:

- Presents effective introductions and concluding paragraphs.
- Contains a clearly stated purpose or controlling idea.
- Is logically organized with appropriate facts and details.
- Includes no extraneous information or inconsistencies.
- Accurately synthesizes ideas from several sources.
- Uses a variety of rhetorical devices.
- Uses a variety of sentence structures.
- Uses a variety of transitions to link paragraphs.

To achieve this goal, you will practice writing in the expository mode to compare and contrast. You will engage in a series of activities in which you work with your teacher and with your classmates to construct two model compare-and-contrast essays. You will use these models to write your own compare-and-contrast essay.

### Activity 1: Discovering Elements of a Multi-Paragraph Essay to Compare and Contrast

1. **Quickwrite:** What do you know about expository writing? Have you ever used it? When was the last time that you used it? For what purpose?

2. Define the terms *compare* and *contrast*.

## Writing Workshop 6

### Writing Workshop 6

## Expository Writing

### Compare and Contrast

#### Focus:

This sequence of activities is designed to provide direct writing instruction. Students will create three separate essays through this process: one that is co-constructed as a class with direct guidance from the teacher; one that is peer constructed, and one that is written independently.

#### Steps:

#### Activity 1: Discovering Elements of a Multi-Paragraph Essay to Compare and Contrast

- 1 To **activate students' prior knowledge**, have students respond to the **quickwrite**. Solicit responses and chart them on the board. Preview the goal of this writing workshop.

## Writing Workshop 6

Continued

### Steps:

**2** Use a **guided reading** to make meaning from the sample essay. Read the text aloud and ask students to **mark the text** to identify the key topics presented and the supporting information (facts, evidence, details, and examples). Solicit responses and redirect thinking as needed by pointing out information not shared by the students.

**3** Have students **chunk the text** by numbering each paragraph and working with a partner to discuss the purpose of each chunk. Encourage students to note responses in the margin.

**4** Bring closure by asking students to generate a list of the organizational components (introduction, thesis, body, conclusion, transitions) and characteristics (topics, supporting information). Chart responses on the board. Co-construct a **graphic organizer** of the components and characteristics of a multi-paragraph expository essay that can be used to plan during the writing process of their own essay.

**5** Revisit the initial quickwrite to allow students to refine their response.

## Writing Workshop 6

continued

## Expository Writing: Compare and Contrast

### Sample Text

Read the following essay, and determine the stated purpose or controlling idea. Mark the text to locate supporting information (facts and details).

# Like Hearts from Different Places

What could a teenage boy living in the mountains of Switzerland have in common with a boy growing up in tropical Trinidad? Rudi in James Ramsey Ullman's "A Boy and a Man" and Santo in Sam Selvon's "The Mouth Organ" do come from very different places and have different interests and abilities. However, they both are faithful to their dreams.

The contrasts between the two characters are obvious. Rudi is a rugged boy from the mountains of Switzerland. He shows courage and resourcefulness when he rescues Captain Winter from the crevasse into which he has fallen. This rescue is not completely surprising because Rudi has been brought up in a tradition of mountaineering. His father, killed in a climbing accident, was one of the greatest mountain guides in Switzerland. Unlike Rudi, Santo comes from a Caribbean Island and has never seen snow. Also, in contrast with Rudi, Santo seems uninterested in athletics. He helps his father work in the fields, but he does not seem to be especially fond of exercise.

On a deeper level, however, the two boys are very similar. Rudi's most important traits are his curiosity about mountaineering and his faithfulness to his dream of climbing the Citadel. Although his mother and uncle try to keep him from climbing, he disobeys their rules and still hopes to conquer the mountain on which his father died. Like Rudi, Santo is alert and curious. When he hears about Father Christmas, he wants to know more. He learns more and begins to dream about receiving a gift from this magical man. Just as Rudi resists his family's commands, Santo holds on to his dream and ignores the discouraging words of his sister and mother.

Despite obvious differences, both boys share an important quality – faith. Rudi believes he can climb a mountain that has never been conquered. In the same way, Santo believes that Father Christmas will bring him a gift. This underlying similarity of two very different boys shows that we are all more alike than we know.

3. Number each paragraph of the sample text above to help you analyze the organizational structure of the essay. Work with a partner to discuss the purpose of each paragraph, and note your thoughts in the margin.
4. Create a graphic organizer of the components and characteristics of a multi-paragraph compare-and-contrast essay. This organizer will serve as a model for you during the writing process as you generate and refine your own essay.

### Activity 2: Writing a Class Essay

**Prompt:** Think about what you and your classmates eat for lunch. Write a multi-paragraph essay that compares and contrasts two different lunchtime meals (for example, salad versus pizza or school lunch versus home lunch). Be sure the essay meets the requirements listed in the goal statement for writing an effective multi-paragraph expository essay.

1. Mark the writing prompt above to clarify the task.
2. With your class, choose a topic for the essay, and write it here.

#### Prewriting

3. Write notes here about ideas for the essay.

#### Thesis Statement

4. To create an effective draft, you will need a thesis to give focus to the essay. A thesis is not the title of an essay (e.g., *Lunches*) or an announcement of the subject to the reader (e.g., *In this essay, I will tell you about different lunches*). A thesis consists of information about a subject that will be developed in the essay. Generate a one-sentence statement that presents the topic of your essay.

#### Drafting the Essay

Compare-and-contrast essays can follow a structured organization such as the block pattern. In this pattern, the writer discusses on idea or topic completely before moving on to the next idea. In this organization, the essay would follow this order:

- Introduction with thesis
- Body paragraph 1: Topic A
- Body paragraph 2: Topic B
- Conclusion

from the key ideas generated in prewriting and co-construct a working thesis for the class essay. If the thesis statement cannot be crafted into one fairly uncomplicated sentence, the thesis may not be limited enough or perhaps too ambitious for the length of the essay. Review and revise the working thesis to ensure coherence; use **guided writing** as necessary.

## Writing Workshop 6

Continued

### Steps:

#### Activity 2: Writing a Class Essay

- 6 Use a **think-pair-share** to review the prompt and discuss the requirements for the class essay.
- 7 Begin the writing process by **brainstorming** a variety of prewriting strategies (e.g., **free writing, webbing, outlining**, etc.) used to generate ideas and supporting facts, evidence, details, and/or examples. Use a **think aloud** to return to the purpose of this essay (compare/contrast) illustrate why using a Venn diagram **graphic organizer** as a prewriting strategy would work well here. Use a Venn diagram to model prewriting on the topic of lunchtime meals. Invite students to brainstorm and share ideas.
- 8 **Brainstorm** with students the types of sources that may be helpful in expanding ideas. Supply students with several resources to gather more facts and details or assign students to gather them independently. These resources may include asking another person who has relevant experiences, asking an expert, and accessing magazines, newspapers, books, and the Internet. Ask students to list the facts and details they learned from a variety of sources and use **think-pair-share** to add them to the Venn diagram.
- 9 Show students how to move from the prewriting stage to the drafting stage (e.g., showing how to **rearrange** ideas and/or delete extraneous information, and outlining an appropriate organizational structure for the ideas presented). Use **think-pair-share** to determine two to three subtopics that can be discussed in both parts of the essay (e.g., nutritional values, cost, and convenience).
- 10 Review the components of a thesis. Remind students to look to the prompt for guidance in developing their thesis statement. **Think aloud** the process of constructing a working thesis

## Writing Workshop 6

Continued

### Steps:

**12** Before asking students to draft the body paragraphs, return to the prewriting and model synthesizing ideas. You may **mark the text** by color-coding ideas that match each subtopic (i.e., facts/details that support the subtopic of convenience in one color; facts/details that support the subtopic of cost in a different color). The purpose of this step is to stress that there should be a similar number of ideas for each subtopic and that each subtopic should be discussed in the same order in both parts of the essay. The paragraphing should be similar. **Think aloud** the process of deleting extraneous information that does not support the chosen subtopics.

**12** Co-construct an outline to model writing an effective body paragraph. Use **guided writing** to co-construct appropriate topic sentences. The block pattern of organization, also known as whole versus whole, is provided for students; however, other organizational patterns such as subtopic by subtopic and similarities/differences can be used. Guide students to evaluate their ideas and refine the outline.

**13** Ask students to **brainstorm** relevant commentary and note ideas on the outline. Co-construct a draft of the body paragraph. Review and revise the draft to make sure it guides the reader's understanding.

**14** Ask students to review the model text to identify and discuss elements of an effective introduction. Use **guided writing** to co-construct an introductory paragraph that incorporates the refined thesis and includes an engaging lead.

## Writing Workshop 6

continued

## Expository Writing: Compare and Contrast

### A body paragraph consists of these elements:

- **Topic sentence:** A sentence which consists of a subject and opinion that works directly to support the thesis.
  - **Transitions:** Words used to connect ideas (*for example, for instance*).
  - **Supporting information:** Specific facts and details that are appropriate for the topic and are relevant and come from a variety of sources. Extraneous details should not be included, and the supporting information should not have inconsistencies.
  - **Commentary:** Sentences that explain how the information is relevant to the thesis/topic sentence and bring a sense of closure to the paragraph.
5. With your class, generate an outline for the body paragraphs. Then draft the body paragraphs on separate paper.

### Introducing and Concluding the Essay

6. Now that you have co-constructed a thesis statement and one body paragraph, you are ready to create the introduction and conclusion of the essay.

### Introduction paragraphs include the following:

- A hook or lead: Consider using a quote, question, anecdote, or statement of intrigue to create your hook or lead.
- A connection between the hook/lead and the thesis.
- Thesis statement describing the subject and the writer's opinion.

The conclusion brings a sense of closure to the essay. Use the following levels of questions to guide your thinking in crafting a conclusion:

- What did you say? (literal)
- What does it mean? (interpretive)
- Why does it matter? (universal)

### Revising

7. Now that the class essay has been drafted, consider the language you used to convey information. Review the following stylistic elements, and revise your language for rhetorical devices and coherence to achieve an intended effect.

**Rhetorical devices** show ideas in interesting ways and help your ideas have a lasting effect on your reader. Examples of rhetorical devices are parallelism, analogy, and rhetorical questions. Incorporate rhetorical devices into the class essay.

- Parallelism is using the same structure for similar parts of a sentence. Use parallelism to add balance, rhythm, and clarity to a sentence. Examples: *He often listened to music and danced in his seat while riding in the car.* (parallel verbs)  
*The backpack held three books, two folders, and one snack.* (parallel objects)

**15** Revisit the model text to review the elements of an effective concluding paragraph. Use levels of questions to analyze and co-construct a draft of a concluding paragraph. **Think aloud** how to craft ideas into a cohesive conclusion. Review and revise the draft to bring a sense of closure to the essay.



- An **analogy** compares two things and expresses the relationship between them. Use an analogy to explain or clarify an idea or object. Example: *My need to use a computer is like my need for food and water.*
- A **rhetorical question** is one for which the writer expects no reply, or the writer clearly directs the reader to one desired reply. Use rhetorical questions to emphasize an idea or to draw a conclusion to the facts. A rhetorical question may help remind your reader of a main point. Example: *Is that truly what we want for the environment? How can these facts lie?*

**Coherence** refers to the logical organization of the essay and how the ideas are tied together to flow smoothly, making the essay easy to follow for the reader. Two ways to revise for coherence are to use transitional words within and between paragraphs and to use varied sentence structures.

Transitional words help you move from one sentence or thought to another.

- **Transitions that show comparison and contrast:** *similarly, on the other hand, in contrast, different from, like, unlike, same as, in the same way, nevertheless, likewise, by contrast, conversely*
- **Transitions that show a conclusion:** *as a result, therefore, finally, last, in conclusion, in summary, all in all*

Vary your sentence structure by beginning with something other than the subject. For examples, you could begin a sentence with a prepositional phrase or adverb. These words or phrases can be transitional. Notice that prepositional phrases and adverbs at the beginnings of sentences are usually set off with commas.

- **In the afternoon**, most teenagers enjoy listening to music. (prepositional phrase)
  - **Generally**, the lunchroom is crowded with students before the bell rings. (adverb)
8. In your writing group, review and mark the prompt to highlight major elements of the task you're being asked to do. Use a prewriting strategy to explore ideas that may address the prompt.

### Activity 3: Writing an Essay with Peers

**Prompt:** Think about how you get from place to place. For example, what is your mode of transportation to school or to a friend's house? Write a multi-paragraph essay that compares and contrasts two different modes of transportation (e.g., personal car versus public transportation, walking versus skateboarding). Be sure the essay meets the requirements listed in the goal statement for writing an effective multi-paragraph expository essay.

#### Generating Content

1. In your writing group, review and mark the prompt to highlight major elements of the task you're being asked to do. Use a prewriting strategy to explore ideas that may address the prompt.

## Writing Workshop 6

Continued

### Steps:

**16** Use **guided writing** to model revision for overall coherence (using transitions and varying sentence structures). For further support, use the model text to identify and analyze these components. Model **sharing and responding** for coherence.

**TEACHER TO TEACHER** To support students in establishing coherence in the essay, consider teaching the concept of the three-fold topic sentence. This sentence provides transition from one paragraph to the next in the following ways:

- By referring subtly to the idea discussed in the previous paragraph.
- By referring briefly to the overall thesis.
- By referring more specifically to any new ideas to be discussed in the next paragraph.

**17** Use the reflection to check for understanding, review learning, and perhaps plan mini-lessons to address common questions and concerns as needed.

### Activity 3: Writing an Essay with Peers

**18** Organize students into writing groups of two to four students. Direct writing groups to follow a similar process for writing their essay. As the groups follow a similar process for writing the essay, facilitate and monitor their progress. Clarify students' understanding as needed.

## Writing Workshop 6

Continued

### Steps:

**19** During the revision stage, conduct mini-lessons according to group needs.

**20** Ask students to reflect on their experience and to set individual writing goals in preparation for moving to composing the third essay.

### Activity 4: Independent Writing

**21** Assign the independent writing prompt, monitoring and responding to students' needs during the writing process.

## Writing Workshop 6

continued

## Expository Writing: Compare and Contrast

2. Select the best ideas from your prewriting to construct a working thesis for your essay.

### Drafting

3. Review and organize the ideas from your prewriting as you draft at least two body paragraphs. Use an outline to organize the ideas in your body paragraphs. Be sure to brainstorm topic sentences that support the thesis and specific details and facts to develop and support the topic sentences. Synthesize ideas from several sources. Avoid extraneous information and inconsistencies. Draft your body paragraphs, and include commentary on the importance of your details.
4. Read your body paragraphs and discuss an effective way to introduce and conclude your key ideas. Use a prewriting strategy to generate a draft that demonstrates the parts of effective introductions (e.g., hook/lead, connection, and thesis) and conclusions (response to the levels of questions).

### Revising

5. Read aloud your draft and gather feedback based on the criteria of an effective compare-and-contrast essay. Use the goal statements at the beginning of the workshop as a writer's checklist.
6. Review your draft for language use. Select ideas to emphasize by incorporating appropriate rhetorical devices, such as parallelism, analogy, and rhetorical questions.
7. Review your draft for coherence:
  - Discuss which transitions can be used to link ideas effectively within and between your body paragraphs. Incorporate at least two into your draft.
  - If your draft contains too many simple sentences, decide which sentences could start with something other than the subject. Revise at least two sentences to begin with a prepositional phrase or an adverb.

### Editing for Publication

8. Read your draft and peer edit to correct errors in grammar, punctuation, and spelling.
9. Discuss the key ideas present in your essay, and generate a list of potentially creative titles for your essay. Rank them and select one. Place a title at the top of your essay.

### Activity 4: Independent Writing

**Prompt:** Think about how you communicate with the people around you. Do you communicate with your friends in the same way as you do with your family? Write a multi-paragraph essay that compares and contrasts two modes of communication (e.g., texting versus face-to-face conversation, email versus formal letter writing). Be sure the essay meets the requirements listed in the goal statement for writing an effective multi-paragraph expository essay.

# Expository Writing

## Writing Workshop 6

### SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging
<b>Ideas</b>	<p>The essay contains a skillfully stated purpose and/or controlling idea.</p> <p>The essay demonstrates that ideas have been accurately analyzed and synthesized from multiple sources.</p> <p>The essay presents information clearly without inconsistencies or extraneous thoughts or information.</p>	<p>The essay contains a clearly stated purpose and/or controlling idea.</p> <p>The essay demonstrates that ideas have been accurately synthesized from several sources.</p> <p>The essay presents information clearly with few inconsistencies or extraneous thoughts or information.</p>	<p>The essay lacks a clear focus or controlling idea.</p> <p>Ideas presented do not show an analysis of multiple viewpoints or a synthesis of different views.</p> <p>The essay contains inconsistencies and extraneous thoughts that detract from its clarity.</p>
<b>Organizational Structure</b>	<p>The multi-paragraph essay is exceptionally well written and includes:</p> <ul style="list-style-type: none"> <li>• an effective introduction with an engaging lead and a sophisticated purpose or controlling idea</li> <li>• coherent body paragraphs with complex topic sentences, insightfully organized with appropriate facts, details, and relevant commentary</li> <li>• a variety of transitions that effectively link paragraphs and show the relationship between ideas</li> <li>• a reflective conclusion that extends the key ideas of the essay.</li> </ul>	<p>The multi-paragraph essay is well written and includes:</p> <ul style="list-style-type: none"> <li>• an introduction with a clear lead and purpose or controlling idea</li> <li>• coherent body paragraphs with topic sentences and logically organized and appropriate facts, details, and relevant commentary</li> <li>• a variety of transitions used correctly to link paragraphs</li> <li>• a logical conclusion that provides closure for the essay.</li> </ul>	<p>The essay's structure may or may not contain:</p> <ul style="list-style-type: none"> <li>• a limited introduction with an unfocused lead and an unclear purpose or controlling idea</li> <li>• incoherent body paragraphs with topic sentences that do not support the thesis, extraneous information, inconsistencies, and/or irrelevant commentary</li> <li>• inappropriate transitions that do not provide an appropriate link between the paragraphs</li> <li>• a limited conclusion that is repetitive and/or does not extend the ideas presented in the essay.</li> </ul>

## SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging
<b>Writer's Style</b>	<p>The writing contains skillful use of:</p> <ul style="list-style-type: none"> <li>strong and consistent academic voice</li> <li>a variety of rhetorical devices used for effect</li> <li>a variety of sentence structures used for effect.</li> </ul>	<p>The writing contains:</p> <ul style="list-style-type: none"> <li>a consistent academic voice</li> <li>a variety of rhetorical devices</li> <li>a variety of sentence structures.</li> </ul>	<p>Writing may contain:</p> <ul style="list-style-type: none"> <li>inconsistent/ inappropriate voice</li> <li>limited use of rhetorical strategies</li> <li>ineffective sentence structure (run-ons / fragments).</li> </ul>
<b>Evidence of Writing Process</b>	<p>The writing demonstrates thoughtful planning, significant revision, and careful editing in preparing a publishable draft.</p>	<p>The writing demonstrates planning, revision, and editing in preparing a publishable draft.</p>	<p>The essay provides little or no evidence that the writing process was used to prepare for publication. The essay reveals limited planning, revision, and/or editing.</p>
<b>Conventions</b>	<p>The writing demonstrates a solid command of the conventions of standard English. The essay contains few or no errors in grammar, spelling, punctuation, or capitalization.</p>	<p>The essay may contain some minor errors in grammar, spelling, punctuation, or capitalization that do not detract from the work.</p>	<p>The essay has significant errors in grammar, spelling, punctuation, and/or capitalization that detract from the quality of the work.</p>
<b>Additional Criteria:</b>			

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Persuasive Writing

**SUGGESTED LEARNING STRATEGIES:** Diffusing, Brainstorming, Think-Pair-Share, Discussion Groups, Close Reading, Sharing and Responding, Marking the Text, Graphic Organizer

### Focus:

Writers use persuasive writing about specific issues to influence the attitudes or actions of their intended audience. Effective persuasion involves clearly identifying issues, presenting a position and support for it, anticipating and responding to objections, and using sound reasoning to help convince the audience.

### Goal:

To write persuasive essays for appropriate audiences that:

- Establish a clear thesis or position.
- Include evidence that is logically organized and supports the writer's viewpoint.
- Include evidence that differentiates between fact and opinion.
- Consider and respond to the views of others.
- Anticipate and answer reader concerns.
- Anticipate and answer counter-arguments.

To achieve this goal, you will engage in a series of activities in which you work with your teacher and with your classmates to construct two persuasive essays. You will then use these models for your own writing.

### Activity 1: Discovering the Elements of a Persuasive Essay

1. **Personal Connection:** You are asked to make both large and small decisions every day. What helps you make those decisions? What persuades you to go one way or another? Do you weigh facts, opinions, and feelings? Write an example of a choice you have made and what helped you make your decision.

### Sample Text

2. Read the text "Hang It Up" on pages 150-151 of your SpringBoard book. Then respond to the questions that follow. Be prepared to discuss your answers.
  - a. **Purpose:** What is the writer's purpose for writing this argument? Why does the writer want to convince the audience to accept the claim?

## Writing Workshop 8

## Writing Workshop 8 Persuasive Writing

### Focus:

This sequence of activities is designed to provide direct writing instruction through the process of persuasive writing. Students will create three separate texts through this process: one that is co-constructed as a class with direct guidance from the teacher; one that is peer constructed, and one that is written independently.

### Connection to the Embedded Assessments:

This workshop provides additional scaffolding for Unit 2, Embedded Assessment 1, Analyzing an Advertisement and Creating a New One, and Unit 2, Embedded Assessment 2, Writing a Letter to the Editor

### Steps:

#### Activity 1: Discovering the Elements of a Persuasive Essay

- 1 **Activate** students' **prior knowledge** about persuasive writing using the personal connection question. Preview the goal of this writing workshop.
- 2 Engage students by leading a **shared reading** of the sample text, which is on pages 150-151 of the Level 2 SpringBoard book.
- 3 Determine students' familiarity with important persuasive concepts by asking them to answer the analysis questions in pairs or small groups. Check that students understand unfamiliar words and add them to the **Word Wall**. Do this throughout the activities.

## Writing Workshop 8

Continued

### Steps:

#### Activity 2: Writing a Persuasive Essay as a Class

**TEACHER TO TEACHER** The next series of activities will ask the class to construct an essay together. Students must be part of the class creation, but will also be responsible for writing the essay individually to be used later as a model. Therefore, they should also record each addition to the text at an individual level.

**4** Read and discuss the prompt. Encourage students to **brainstorm** a list of possible topics for their class-constructed essay. You might suggest specific examples such as whether or not to eat healthy foods, what clothes they wear, or how they pick their friends. Have students **think-pair-share** with a partner.

**5** Review the terms claim and thesis as well as one possible format for an “either-or” scenario. Model the process with the example listed in the **graphic organizer** on the next page. Encourage students to work independently to turn their brainstormed ideas into claims.

## Writing Workshop 8

continued

## Persuasive Writing

b. **Audience:** To whom is the text written? To whom do the reasons and evidence seem targeted? How do you know?

c. **Support:** What facts, examples, and personal experiences are presented?

d. **Organization:** What do you notice about the structure of the essay? How does it begin? What is included in the body paragraphs? How does the essay end?

### Activity 2: Writing a Persuasive Essay as a Class

**Prompt:** Consider a decision that young people are asked to make. As a class, write an essay that discusses the two sides of that decision and persuades a specific audience (parent, friend, teacher, etc.) that one side is better than another. Your class-constructed essay should meet the requirements listed in the goal statement for a persuasive essay.

1. Now that you have read and analyzed the sample text, generate a list of possible topics for your class-constructed essay. What decisions do young people face?

2. From your previous work with persuasive writing, you learned that a topic is turned into a claim, or thesis, by adding one’s opinion. One way to phrase an opinion in an “either/or” scenario follows:

While I understand \_\_\_\_\_ (side A), \_\_\_\_\_ (side B)

is a better decision because \_\_\_\_\_ (explanation) \_\_\_\_\_.

In the graphic organizer on the next page, brainstorm the two sides of each topic you created. Then state why one is better than the other, using the model above. An example is provided.

Claim	Opposing Viewpoints
While I understand that fast food is tasty and convenient, eating a healthy meal is a better decision because it makes me feel good and it helps me be a better athlete. For me, health is more important than convenience.	Eating a healthy meal is good for me, helps in sports, and keeps me feeling good for schoolwork.  Eating fast food is quick and easy, plus it tastes good.

3. With your class, identify and record the topic and claim you would like to use as the thesis statement for your class-constructed essay.
4. You have already learned the importance of acknowledging the opposing viewpoint in a persuasive essay. When writing about a choice, both sides are clear to the reader. Therefore, it is the writer's job to consider, anticipate, and respond to the views and concerns of others. Review the sample text and mark the following:
  - a. *Highlight* the sentences where the author considers and responds to the views of others. Write an example below.
  - b. *Underline* places where the author anticipates reader concerns. Give an example.
  - c. *Circle* when the author anticipates and answers counter-arguments.

**Steps:**

- 6 Place students in **discussion groups** and have them report on their claims and viewpoints. Ask each group to select a claim and post it in the front of the room.
- 7 Review the term **opposing viewpoint** with your students and discuss their familiarity and confidence with the topic. Add this to your **Word Wall** for persuasive terms.
- 8 Guide students through a **close reading** of the sample text, **marking** the specific elements listed on the student page.

## Writing Workshop 8

Continued

### Steps:

- 9 Place students in **discussion groups** and have them work on the **graphic organizer** for the class-constructed essay. This is an excellent time to discuss the importance of understanding audience in order to predict and respond to counter-arguments.
- 10 Once students have completed the activity, have groups report their ideas and record quality examples on the class-constructed essay.
- 11 Review the class position and ask students to brainstorm a list of evidence in support of their claim. Have students **think-pair-share** their evidence and then report to the large group. It is important, here, to focus on repeated evidence because that signals support that will resonate with a large number of people.
- 12 If students have not yet studied **logos** and **pathos**, introduce those terms and add them to your **Word Wall** of persuasive terms.
- 13 Lead a **guided reading** of the sample text for examples of logos and pathos. Then return to the class bank of evidence and prompt students to develop additional support to include a balance of factual and emotional appeals.

## Writing Workshop 8

continued

## Persuasive Writing

5. In groups, fill in the graphic organizer for your class-constructed essay. A real understanding of your audience will help clarify possible concerns and counter-arguments. When you are done, report to the class, select at least one element from each category (viewpoints, concerns, and counter arguments), and add them to the class-constructed essay.

What do you know about your audience?	
Other possible viewpoints:	Response to other viewpoints:
Possible reader concerns:	Response to reader concerns:
Possible counter-arguments:	Response to counter-arguments:

6. After a clear understanding of the possible objections to your claim, it is time to start building your bank of evidence. Review your class position and then write down as many reasons as you can to support that position.
7. Writers of persuasive pieces use one or more appeals to convince the reader to support their positions. A well-balanced essay will include both facts and emotions. These are often referred to as **logos** and **pathos**.
  - **Logos:** Appeals to logic, through statistics, facts, and examples
  - **Pathos:** Appeals to emotion through connotative language and imagery

Return to the sample essay and find examples of both logos and pathos. After you have differentiated between the facts and opinions, quickwrite about the purpose of each and why it is important to include both in a persuasive text.



8. Return to your original list of reasons to support your position. From that list, develop support and evidence that includes both fact and opinion. Discuss and record your best ideas on the class-constructed essay.

9. You learned the following method of organizing paragraphs in Level 1:

Sentence 1: **Topic sentence** that includes a reason for supporting your claim.

Sentence 2: **Evidence**, which includes facts, stories, etc., to support your reasoning.

Sentence 3: **Commentary**, which includes an explanation of the significance of the evidence or the connection to the claim.

Use your new knowledge of logos and pathos, as well as the organizational structure above, to craft a paragraph to support your class-constructed claim. You should balance both facts and opinions.

10. Ask and respond to these questions to make sure you have a logical organizational pattern that supports your viewpoint in your class-constructed essay:

- Does the essay supply several reasons?
- Is there a strong connection between the evidence and the claim?
- Is there a balance between emotion and fact?
- Are the most important arguments first?

Discuss and record some of your best ideas on the class-constructed essay.

11. To complete your class-constructed essay, generate a **conclusion** for a persuasive essay by doing the following:

- Wrap up the argument.
- Restate the claim.
- Provide a new appeal to needs or values.
- Add additional commentary.
- Ask for readers to take action or change thinking.
- Refrain from repeating information.

Once you have practiced writing a conclusion, construct one together to complete your class essay.

### Activity 3: Creating a Peer-Constructed Persuasive Essay

**Prompt:** Within writing groups, your task is to choose one of the following:

- Adopt the opposing viewpoint of your class-constructed essay, and persuade the same audience of your new point of view.
- Keep the viewpoint of your class-constructed essay, and persuade a different audience of your point of view.

### Steps:

**14** Students will revisit the method for organizing paragraphs that was introduced in the Level 1 writing workshops. Instruct students to craft a paragraph that will support the class-constructed claim.

**TEACHER TO TEACHER** This is an excellent time to expand on issues of organization. For example, you can have students create one paragraph of logical appeals and one paragraph of emotional appeals, or you can discuss the effectiveness of including both in the same paragraph.

**15** Model revision strategies by reviewing the body paragraphs from the sample text and responding to the organizational questions on the student page.

**16** Collect examples of quality confirmation paragraphs and have students ask the same questions of their own paragraphs. Discuss and record the best ideas on the class-constructed persuasive essay.

**17** Review the elements of a strong conclusion and have students draft individual conclusions. Collect student samples and then construct one together to wrap up the class essay.

**18** Model using the Revision Checklist on the next page with the class-constructed essay. Have students reflect on their own understanding of the process of writing a persuasive essay.

**19** Use the reflections to check for understanding and to plan mini-lessons to address common questions and concerns as needed.

### Activity 3: Creating a Peer-Constructed Persuasive Essay

**20** From within **discussion groups**, assign students to pairs. As the pairs follow a similar process for writing a persuasive essay, facilitate their process and monitor their progress. Clarify students' understanding as needed.

## Writing Workshop 8

Continued

### Steps:

**21** When students have completed their essays, facilitate the **sharing and responding** process by encouraging students to use the Revision Checklist and review the targets outlined in the original goal.

**22** After pairs have received feedback from another pair via **sharing and responding**, check for understanding and provide support as students prepare for writing an essay independently.

## Writing Workshop 8

continued

## Persuasive Writing

1. In writing groups, review the writing steps from the class-constructed persuasive essay and apply them to your peer-constructed essay.
2. Upon completing your essay, you will evaluate and provide feedback for another group's essay, based on criteria established in the goal statement. Use the revision checklist that follows to guide your work. You should also edit your essay for proper grammar, spelling, and punctuation to make it ready to publish.

Persuasive Essay Revision Checklist (Adapted from <i>The AP Vertical Teams Guide for English</i> )	
1. Issue/Topic	<ul style="list-style-type: none"><li>• Are there multiple viewpoints surrounding this issue?</li></ul>
2. Claim	<ul style="list-style-type: none"><li>• Does the claim have a topic and opinion?</li><li>• Does the writer give reasons for making the claim?</li></ul>
3. Support	<ul style="list-style-type: none"><li>• What facts, statistics, examples, and personal experiences are used?</li><li>• Does the writer use sound reasoning and relevant details?</li><li>• Is the evidence relevant, accurate, current, and typical?</li></ul>
4. Audience	<ul style="list-style-type: none"><li>• To whom do the reasons, evidence, appeals, and examples seem to be targeted?</li><li>• Are the above appropriate for the intended audience?</li></ul>
5. Opposing Viewpoints	<ul style="list-style-type: none"><li>• Does the writer address opposing viewpoints clearly, fairly, and completely?</li><li>• Does the writer acknowledge and refute opposing viewpoints with logic and relevant evidence?</li></ul>
6. Conclusion	<ul style="list-style-type: none"><li>• Does the writer conclude the argument effectively?</li></ul>

#### Activity 4: Writing a Persuasive Essay Independently

**Prompt:** Your task is to move beyond general adolescent choices and focus on a decision that you have made. Write an essay that discusses the two sides of that decision and persuades a specific audience that one side is better than the other. Your essay should meet the requirements listed in the goal statement for persuasive essays. Use the examples, process, goal, and revision steps from your previous activities to accomplish your task.

## Writing Workshop 8

*Continued*

### Steps:

#### Activity 4: Writing a Persuasive Essay Independently

**23** Assign the independent writing prompt, providing support as needed during the writing process.

## SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging
<b>Ideas</b>	<p>The writer’s composition does the following:</p> <ul style="list-style-type: none"> <li>• asserts a sophisticated and well-defined thesis or position</li> <li>• includes detailed evidence and authoritative commentary that is effectively organized to support the writer’s viewpoint</li> <li>• uses research and evidence effectively to make a clear distinction between fact and opinion</li> <li>• thoroughly anticipates and answers readers’ concerns and counterarguments.</li> </ul>	<p>The writer’s composition does the following:</p> <ul style="list-style-type: none"> <li>• presents a thesis or position</li> <li>• includes evidence, examples, and reasoning that is organized to support the writer’s viewpoint</li> <li>• makes a distinction between fact and opinion</li> <li>• anticipates and addresses readers’ concerns and counterarguments.</li> </ul>	<p>The writer’s composition does the following:</p> <ul style="list-style-type: none"> <li>• presents a text that is missing a thesis or one that is not focused on the issue</li> <li>• includes some evidence and commentary that may not be relevant and/or does not support the argument</li> <li>• fails to make a clear distinction between fact and opinion</li> <li>• does not anticipate and/or address readers’ concerns and counterarguments.</li> </ul>
<b>Organizational Structure</b>	<p>The persuasive composition is coherent and exceptionally organized to support the author’s viewpoint. It maintains consistent focus and includes the following:</p> <ul style="list-style-type: none"> <li>• an engaging introduction with an effective hook and strong thesis</li> <li>• clearly follows the structure for persuasive writing with well-supported body paragraphs</li> <li>• provides an insightful conclusion that contains a clear call to action.</li> </ul>	<p>The persuasive composition is organized to support the author’s viewpoint. It maintains consistent focus and includes the following:</p> <ul style="list-style-type: none"> <li>• an introduction with a strong hook and clear thesis</li> <li>• body paragraphs that support the thesis</li> <li>• an effective conclusion with a call to action.</li> </ul>	<p>The persuasive composition lacks coherence, is unfocused, and is difficult to follow. Some or all of the following are missing:</p> <ul style="list-style-type: none"> <li>• an introduction with an effective hook and thesis</li> <li>• supportive body paragraphs</li> <li>• a conclusion and/or call to action.</li> </ul>

# Persuasive Writing

## SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging
<b>Persuasive Techniques</b>	The composition skillfully uses persuasive language and appeals that effectively advance the argument, supports the writer’s purpose, and considers the particular audience. The composition considers and addresses multiple views while also skillfully anticipating and alleviating readers’ concerns.	The composition uses persuasive language and appeals that support the thesis and writer’s purpose and address the intended audience. The composition considers other opinions and anticipates and addresses readers’ concerns.	The composition attempts to use persuasive language and/or appeals for a specific purpose and audience, but the appeals may be vague and/or repetitive. The composition does not include a variety of views and does not adequately address readers’ concerns.
<b>Writing Process</b>	The composition demonstrates use of the writing process through its clear organization, internal and external coherence, variety of sentence structures, effective transitions, avoidance of repetition and extraneous information.	The composition demonstrates the writing process through its clear organization, coherence, use of varied sentence structures, transitions, and lack of repetition and extraneous information.	The composition provides little or no evidence of following the writing process and contains limited control over the composition’s organizational, structure, coherence, use of varied sentence structures, and transitions. The composition includes repetitions and extraneous information.
<b>Conventions</b>	The composition contains few or no errors in grammar, spelling, punctuation, or capitalization.	The composition may contain some minor errors in grammar, spelling, punctuation, or capitalization that do not detract from the work.	The composition contains multiple errors in grammar, spelling, punctuation, or capitalization that detract from the quality of the work.
<b>Additional Criteria:</b>			

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_







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