

Dear 7th Grade Parents/Guardians,

In the event of a school closure, we have prepared work for students to complete in order to ensure they are still progressing with their ELA skills and studies.

As per regular scheduling, students should move on to their next writing prompt, writing prompt #13. The prompt, outline, and brainstorm activity, and a planning activity can be found attached.

Below is a schedule and directions of the provided work that students should follow on a daily basis. If your child is struggling with the work and need your support, resources can be found on www.engageny.org. Students are working with the 2018 assessment.

- Day 1:
 - Use THIEVES to preview "Excerpt from *Statue of Liberty*"
 - Read and annotate "Excerpt from *Statue of Liberty*"
 - Students should focus on informational text features like author's purpose, central idea, word choice, and text structure.
 - Answer multiple choice questions #29-35
 - Explain your rationale for your answer/use text evidence to support the answer

- Day 2 & 3:
 - Use THIEVES to preview "Excerpt from *Something Fishy Is Going On, Everyone!*"
 - Read and annotate "Excerpt from *Something Fishy Is Going On, Everyone!*"
 - Students should focus on informational text features like author's purpose, central idea, word choice, and text structure.
 - Answer questions #36-38 using CEEEE

- Day 4 & 5:
 - Preview "Excerpt from *Behind the Mountains*" by reading the italicized caption
 - Read and annotate "Excerpt from *Behind the Mountains*"
 - Focus on theme, point of view, and conflict
 - Answer questions #39-40 using CEEEE

- Day 6:
 - Preview "Excerpt from *Little Cricket*" by reading the italicized caption
 - Read and annotate "Excerpt from *Little Cricket*"
 - Focus on theme, conflict, and mood
 - Answer questions #41-43
 - *Essay should be completed in the event we are closed longer than 6 days

*Short and extended response rubrics can also be found attached

Writing Prompt #13

Who is the most influential person in history? Choose one person and write an argument.

Brainstorm activity:

Think of someone who you believe is influential...what makes them influential? How has their influence positively impacted your life? Society?

Now...think of someone from history and answer the same questions.

Writing Prompt #13 Outline:

- Claim who you believe to be the most influential person (why are they the most influential?)
- Present a counterargument (choose another influential person and explain why they are influential)
- Refute the counterargument (why is your first person more influential than the second?)

Planning activity:

Create a graphic organizer (web) for each person. The circles around their names should contain information and ideas as to why they are influential. Your webs will help you create your arguments and support for why these people are influential, but why one is more influential than the other.

*If students are struggling with how to write a counterargument or how to refute the counterargument, please have them refer to their class notes on argumentative writing.

Name _____

New York State Grade 6-8 Argument Writing Evaluation Rubric

Criteria	4	3	2	1
<p>CONTENT AND ANALYSIS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts</p>	<p>—clearly introduce a claim in a manner that is compelling and follows logically from the task and purpose —demonstrate insightful analysis of the text(s)</p>	<p>— clearly introduce a claim in a manner that follows from the task and purpose —demonstrate grade-appropriate analysis of the text(s)</p>	<p>—introduce a claim in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)</p>	<p>—introduce a claim in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)</p>
<p>COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection</p>	<p>—develop the claim(s) with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant and logical evidence</p>	<p>—develop the claim(s) with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant and logical evidence, with some lack of variety</p>	<p>—partially develop the claim(s) of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence inconsistently</p>	<p>—fails to establish a claim —demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid, illogical, or irrelevant</p>
<p>COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</p>	<p>—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning —establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice —provide a concluding statement or section that is compelling and follows clearly from or supports the argument presented</p>	<p>—exhibit clear organization, with the use of appropriate transitions to create a unified whole —establish and maintain a formal style using precise language and domain-specific vocabulary —provide a concluding statement or section that follows from or supports the argument presented</p>	<p>—exhibit some attempt at organization, with inconsistent use of transitions —establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary —provide a concluding statement or section that follows generally from or supports the argument presented</p>	<p>—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack a formal style, using language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement or section that is illogical or unrelated to the topic or argument presented</p>
<p>CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>	<p>—demonstrate grade-appropriate command of conventions, with few errors</p>	<p>—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</p>	<p>—demonstrate emerging command of conventions, with some errors that may hinder comprehension</p>	<p>—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension</p>

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

2-Point Rubric—Short Response

Score	Response Features
2 Point	<p>The features of a 2-point response are</p> <ul style="list-style-type: none"> • Valid inferences and/or claims from the text where required by the prompt • Evidence of analysis of the text where required by the prompt • Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt • Complete sentences where errors do not impact readability
1 Point	<p>The features of a 1-point response are</p> <ul style="list-style-type: none"> • A mostly literal recounting of events or details from the text as required by the prompt • Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Incomplete sentences or bullets
0 Point*	<p>The features of a 0-point response are</p> <ul style="list-style-type: none"> • A response that does not address any of the requirements of the prompt or is totally inaccurate • A response that is not written in English • A response that is unintelligible or indecipherable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 1.
- * Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

New York State Grades 6–8 Writing Evaluation Rubric

CRITERIA	CCIS	SCORE				
		4	3	2	1	0*
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text	W.2 R.1–9	—clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose —demonstrate insightful analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided text to support analysis and reflection	W.2 R.1–8	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence with inconsistency	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning —establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice —provide a concluding statement or section that is compelling and follows clearly from the topic and information presented	—exhibit clear organization, with the use of appropriate transitions to create a unified whole —establish and maintain a formal style using precise language and domain-specific vocabulary —provide a concluding statement or section that follows from the topic and information presented	—exhibit some attempt at organization, with inconsistent use of transitions —establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary —provide a concluding statement or section that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack a formal style, using language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement or section that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement or section
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
 - If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
 - Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
 - A response totally copied from the text(s) with no original student writing should be scored a 0.
- * Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

