

Grade Seven CST Writing Assessment Practice

(one class period or two)

Note: Suggested sample prompts come from the released materials at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>. (Select writing test for the identified year.) Note: Use score point 3 for proficient models; select either score point 2 or 1 for models of weaker writing.

Persuasive Writing

Vocabulary

Persuade
State (your position)
Position
Anticipate
Format
Evidence
Specific
Consistent
Transition
Relevant

What to Remember When Writing a Persuasive Essay:

- State your position on the topic
- Explain your support for your position, including examples and evidence
- Anticipate and address your reader's concerns and arguments against your position (counter argument)

Prompt Practice

- Read prompts: "Think of a club you'd like to start at your school. Write a letter persuading students to join your club" - prompt from 2004, or "Will adding extra days to the school year improve education? Write a letter..." prompt from 2008.
- Process - "talk to text" prompt analysis or use RAFTS prompt deconstruction (see RAFTS attachment) to identify what prompt is asking for.
- Quick write to the prompt (10-15 minutes)
- Read models of strong and weak responses; note differences.
- Reread quick write and write suggestions to self about how to improve.

Response to Literature

Vocabulary

Response
Narrative
Dramatically
Explain
Interpret
Interpretation
Textual evidence
Unify
Transitions
Coherent

What to Remember When Writing a Response to Literature:

- Show your understanding of the narrative; don't just summarize!
- Organize your essay around a clear idea (thesis)
- Give examples and site evidence from the text to support your idea.

Prompt Practice

- Read "Both Sides of the Fence" - prompt from 2006
- 'talk to text' prompt analysis or use RAFTS prompt deconstruction (see attached RAFTS sheet) to identify what the prompt is asking for.
- Read story; make margin notes; underline possible evidence
- Quick write to prompt (15 minutes)
- Analyze models of proficient and weak responses.
- Reread quick write and write suggestions to self for improvement.

Summary (4th grade prompt and models, no 7th grade available from State)

Vocabulary

Informational

State

Identify

What to Remember When Writing a Summary:

- State the main idea of the article or passage
- Identify the most important details that support the main ideas
- Use your own words

Prompt Practice

- Read "The Japanese Art of Bonsai" - 4th grade prompt from 2004
- Process: 'talk to text' analysis of prompt or use RAFTS prompt deconstruction (see attached RAFTS sheet) to identify what the prompt is asking for.
- Read article; make margin notes; identify main ideas; and select key details
- Quick write - summary
- Look at proficient models noting that these are 4th grade
- Mini lesson - summarize versus copy, meaning of 'in your own words'
- Reread quick write - suggestions to self for improvement

Fictional Narrative

Vocabulary

Develop

Plot

Setting

Characters

Dialogue

Suspense

Action

What to Remember When Writing Fictional Narrative:

- Develop a plot with a beginning, middle, and end
- Develop a setting and characters
- Use appropriate strategies for narrative: dialogue, suspense, and narrative action

Prompt Practice

- Read the prompt: “...write a fictional narrative about a place you would like to visit...” from 2007 (NOTE - according to the website, the STAR writing assessment does NOT include personal or autobiographical narrative - be careful how you help kids understand the prompt and task)
- Process: ‘talk to text’ - student analysis of prompt or RAFTS prompt deconstruction (see attached RAFTS sheet) to identify what the prompt is looking for.
- Prewrite - basic story idea in graphic organizer
- Quick write - brief story in response to prompt
- Read a proficient and a weak model and analyze differences.
- Reread story; write suggestions to self for improvement. What needs to be done to make storytelling more effective?