

Argument/Opinion

Grade 7

Dear Teachers,

I have recently begun learning about the “Shut Down Your Screen” week. This is a program where kids in school and out of school don't use any electronics for one week. Everyone in your school would participate. This is a way to save the way we think and try something new. My question is should we participate in the national “Shut Down Your Screen Week?” I think it would be a good idea for many reasons.

First, I think we should participate because using too much technology affects the way we think and behave. In the article Attached to Technology and Paying a Price by Matt Richtel it gives many scientifically proven facts that using technology too much affects the way we think. If you are juggling e-mail, phone calls and other incoming information it can lose people's focus. Also as the text states, “The stimulation provokes excitement that researchers say can be addictive. In its absence, people feel bored.” This means that people can become addicted and when not using technology become bored with things they used to love to do.

Another reason I think we should participate in this program is because Another reason I think we should participate in this program is because using technology while doing something else (multitasking) really just creates more trouble focusing. Scientists did an experiment where they took someone that multitasks and someone that doesn't. It was proven that even though the multitasker multitasks more, they did a worse job than the other person. Therefore technology and multi-tasking does nothing for you.

Introduces a claim:
Introduction gives context for the proposal “Shut Down Your Screen Week” and states a **claim**

Organizes the reasons and evidence logically

Supports the claim with logical reasoning and relevant evidence, including direct quotations, from **accurate, credible sources,** thereby **demonstrating understanding of the topic and text.**

Establishes and maintains a formal style

Uses words, phrases, and clauses to create cohesion and clarify the relationships among claim, reasons, and evidence

Another reason I think we should participate is it puts a bad toll on children. Some people may say that playing a video game or watching a movie with your family helps to bond with family. That may be true, but you can get addicted and not want to do anything else. “Lily, a second grader, is allowed only an hour a day of unstructured time, which she often spends with her devices.” This shows that kids are playing on devices and not outside or with friends. If we participate, we, the kids, can do other things and be more social.

Acknowledges an opposing claim and then counters with logical reasoning and relevant evidence

Therefore, I think we should participate in the “Shut Down Your Screen Week.”
Thank you for your time.

Provides a concluding statement that follows from but does not add support to the argument presented

Sincerely,

Student writing, even at a high level, is rarely perfect! As children learn to write, many times they will make errors because they are learning new words, phrases and writing skills. Creativity and exploration should be encouraged!

Spelling problems including typos are in yellow

Missing or incorrect apostrophes are in blue

Punctuation problems, including missing punctuation marks, are green.

Grammar and word choice problems are in pink

In this on-demand assignment, students were asked to take a position on whether their school should participate in the national “Shut Down Your Screen Week.” This writer begins by offering context concerning the issue and then asserts the claim that, in her view, the school should participate.

The writer develops her claim with several reasons, which she supports with some relevant, credible evidence, demonstrating her understanding of the topic and the texts she has read. The evidence in this piece comes from those texts. The writer organizes her ideas clearly and supports her claim with logical reasoning. In addition, she acknowledges a counterclaim and then refutes it with support for her own position, which is not required in the Standards for this grade level and, again, includes evidence from the texts. Throughout the essay, the writer uses words, phrases, and clauses as transitions to clarify the relationships among claim, reasons, and evidence and to create cohesion.

The writer maintains a formal style throughout the piece. The conclusion follows from the argument presented but does not significantly support it.

This sample of student writing, aligned to the Common Core and annotated to show its strengths, is drawn from the **In Common** project. You can find more writing samples and learn more here:

<http://achievethecore.org/page/507/in-common-effective-writing-for-all-students>