

B.E.S.T. Writing Anchor Sets

Grade 6



THE B.E.S.T. STANDARDS

Benchmarks for Excellent Student Thinking

The Florida Department of Education is publishing the Benchmarks for Excellent Student Thinking (B.E.S.T.) Writing scoring anchors and annotations in support of its efforts to maintain transparency of the scoring process for Florida's statewide, standardized Writing assessments. These anchors can be used as a resource for Florida educators, schools, and districts regarding the scoring of student responses on the B.E.S.T. Writing assessments.

Each spring, students in grades 4–10 are administered a set of source texts and a writing prompt based on those sources. Students respond to one of two possible modes – expository or argumentative – and must draw on reading and writing skills while integrating information from the source materials in order to develop and draft a typed, cohesive essay response.

Anchor sets are used as a primary reference for expert scorers as they score student responses to prompts and sources provided during the spring B.E.S.T. Writing administration. Essays selected for the anchor demonstrate a range of skill levels within each scorepoint on the B.E.S.T. Writing rubric. A bulleted annotation follows each response to explain the prominent characteristics of the response in each domain – *Purpose and Structure*, *Development*, and *Language* – described in the rubric. As scorers read student responses, they use the anchor to help determine which scorepoint best fits a response holistically.

As with all assessment content, papers selected for the anchor set are reviewed by multiple committees of Florida educators and include members of the *Just Read, Florida!* office and State Regional Literacy Directors (SRLDs). After these meetings, the state's scoring subcontractor, Data Recognition Corporation (DRC), and the Department's ELA content teams assemble final materials for scorers.

All responses are scored holistically; however, responses at any grade level that do not include source citation cannot earn a score higher than 2 in the *Development* domain.

For more information about the B.E.S.T. Writing assessments, visit <https://www.fldoe.org/accountability/assessments/k-12-student-assessment/best/>. For questions about this document, please contact Assessment@fldoe.org.

Florida Anchor Key

Grade 6 ARG

Item #38112

Online Friends

Paper	P/S	D	L		Lithocode
A-1	1	1	1		61402101
A-2	1	1	1		770004694905
A-3	1	1	2		61402594
A-4	2	2	2		61401983
A-5	2	2	1		770005408039
A-6	2	2	2		770004694663
A-7	2	2	2		770005438490
A-8	2	2	2		770004694377
A-9	3	3	3		770005265548
A-10	3	2	3		770005312366
A-11	3	3	3		770005275085
A-12	3	3	3		770005250120
A-13	3	3	3		770004678122
A-14	4	4	4		61402369
A-15	4	4	4		770005078097
A-16	4	4	4		770004773786

Grade 6 Writing Q38112 ARG

1/1/1

Write an argumentative essay about whether it is better to spend time with people online or in person.

I think people should spend time with people online because its to hot outside. I would spend time Inside with the A/C. In think spend time Inside with your family you could play bored games. That is why people sould saty inside

1 – Purpose/Structure – Below grade-level performance demonstrated

- The claim is present in the first sentence (*people should spend time with people online*). However, the claim evolves several times throughout the brief response (*spend time Inside with the A/C; spend time Inside with your family; people sould saty inside*). A lack of awareness of the task is present.
- There is little discernible organizational structure within the response.
- Minimal transitions are present (*because; that is*) in the brief sample of writing.
- The introduction consists of a single sentence claim (*I think people should spend time with people online because its to hot outside*), and the conclusion is a simple sentence (*That is why people sould saty inside*).
- The response is too brief to demonstrate knowledge of the purpose, structure, or task.

1 – Development – Below grade-level performance demonstrated

- A lack of understanding of the topic and development is demonstrated.
- No presented idea is expanded; thereby, a lack of knowledge of elaborative techniques is demonstrated (*I would spend time Inside with the A/C. In think spend time Inside with your family*).
- Evidence from the sources is limited to a single mention (*you could play bored games*).
- No citation is present.
- The response is too brief to demonstrate knowledge of elaboration, topic, or sources.

1 – Language – Below grade-level performance demonstrated

- Vocabulary and word choice are vague and unclear (*online; Inside; with your family; saty inside*).
- Sentence structure is simplistic and confusing (*time Inside with the A/C; In think spend time Inside with your family*).
- The response is too brief to establish or maintain tone and voice.
- Brevity with errors (*its; to; In; spend; Inside; sould saty*; missing end period) in standard English conventions demonstrates a lack of command of language skills.

Grade 06 Writing Q38112 ARG

Write an argumentative essay about whether it is better to spend time with people online or in person.

Making new friends online and keeping in touch with old friends

All three passages show the people making new friends online and keeping in touch with old friend daily every day

In passage one cassie moved from boston to seattle, in passage two kids and their parents have fun with playing card games, and in passage three a father makes time for his kids and then finds time for his friends.

in conclusion, it is okay to make new friends and keep old friends.

1 – Purpose/Structure – Below grade-level performance demonstrated

- The claim is confusing (*it is okay to make new friends and keep old friends*), demonstrating a lack of awareness of the task.
- Little discernible organizational structure is presented.
- The few transitions present (*In passage (3x); in conclusion*) do little to connect ideas within or among paragraphs.
- An introductory fragment (*Making new friends online and keeping in touch with old friends*) provides a minimal sense of direction for the essay and is like a title. The concluding sentence states a loosely related claim (*in conclusion, it is okay to make new friends and keep old friends*).
- The minimal writing sample makes knowledge of the purpose, structure, or task difficult to discern.

1 – Development – Below grade-level performance demonstrated

- The response demonstrates a lack of understanding of the topic.
- Elaborative techniques consist of sources paraphrased in a summary (*In passage one cassie moved from boston to seattle, in passage two...*) and are loosely connected to original writing.
- Evidence minimally supports the argument and is presented in a single, simple sentence summary.
- Specific citations followed by paraphrases of the source are presented (*In passage one cassie moved from boston to seattle*); however, the citations do not elevate the score in the Development domain.
- Minimal development of support for the claim demonstrates little knowledge of elaboration, topic, or sources.

1 – Language – Below grade-level performance demonstrated

- Word choice is vague and unclear (*keeping in touch with old friends; daily every day*).
- Sentence structure is somewhat confusing and simplistic.
- The density and variety of errors (missing periods; spelling: *touch; passages*; usage: *friend* for friends; capitalization: *cassie; boston; seattle; in conclusion*) within a relatively brief sample of writing demonstrates a lack of command of standard English conventions.
- The response is too brief to establish or maintain tone and voice.

Grade 6 Writing Q38112 ARG

1/1/2

Write an argumentative essay about whether it is better to spend time with people online or in person.

I think it is better to spend time with friends in person. I think that because with online friends you cant play cards or like go outside. With friends in person you can go shopping or get snacks. You can go any where with friends in person, like the waterpark, go out for dinner, go to the movies, or clean the house. Also, instead of staying home and texting or playing online video games you can go exercise with your friend and have fun. Thats why it is better spending time with people in person.

1 – Purpose/Structure – Below grade-level performance demonstrated

- The claim is in the first sentence (*I think it is better to spend time with friends in person*).
- Little organizational structure is presented.
- A few transitions (*that; because; like; Also; Thats why*) are present, providing basic attempts to connect the ideas.
- A single introductory sentence provides the claim (*I think it is better to spend time with friends in person*), and a single concluding sentence restates the claim (*Thats why it is better spending time with people in person*).
- Overall, the undeveloped ideas demonstrate little knowledge of the purpose, structure, or task.

1 – Development – Below grade-level performance demonstrated

- A lack of development is demonstrated. The activities listed are only loosely text based and do little to expand on the source evidence.
- Original writing demonstrated with examples (*You can go any where with friends in person, like the waterpark, go out for dinner, go to the movies, or clean the house*) attempt to expand ideas presented.
- Evidence from the sources is vague and limited (*play cards; texting; online video games*).
- No appropriate citations are demonstrated.

2 – Language – Approaching the range of grade-level performance

- Word choice is basic (*it is better; or like go outside; you can go; have fun*) and repetitive following the prompt language with the opening and closing sentence (*I think it is better to spend time with friends in person; Thats why it is better spending time with people in person*).
- Sentence structure is partially controlled with some sentence control demonstrated in parts of the response.
- While the response is relatively brief, it is grammatically accurate and approaching grade-appropriate command of language skills.
- Few conventions errors are made in the sample given. Two contractions (*cant; Thats*) and a compound word misspelled (*any where*) do not deter from the accuracy of spelling, comma usage, punctuation, and capitalization.
- The tone and voice are inconsistent for the overall argument.

Grade 6 Writing Q38112 ARG

2/2/2

Write an argumentative essay about whether it is better to spend time with people online or in person.

Do you like meeting new people online or in person. Your making new friends both ways.

sometimes people cant make friends online. People may not adore meeting new people but sometimes its for the best. According to Source 1 "friendship is important because it gives people a way to hang out" this reminds me of last year i wanted to switch schools, but i didnt want to make new friends, however everyone adored me, so from now on i like meeting new people.

Do you meet people online and do you like spending time with people online Spending time with people online is a great way, but it cause a lot of screen time and give us false sense of being connected. For example in this year make an investment in your friendship, the author states "there is a sense of connection that comes from sharing one another's burden that is impossible to replicate with a like or a tweet." Deep friendship requires an investment of time & energy." that gives us a false sense of being connected. in conclusion meeting people in person is way better than meeting people online and gives people time to be social to others..

2 – Purpose/Structure – Approaching the range of grade-level performance

- The claim is insufficiently sustained within the task. The claim, while unclear at first, is stated in the closing sentence (*meeting people in person is way better than meeting people online*).
- The organization structure is inconsistent, yet present. The essay has two body paragraphs with a simple introduction and one-line conclusion and is grouped by the ideas (*people cant make friends online; spending time with people online...gives us false sense of being connected*).
- Transitional strategies use rhetorical questions (*Do you like; Do you meet people online and do you like spending time*) and topic sentences (*sometimes people cant make friends online*) to start the body paragraphs. Within the paragraphs, ideas progress by simple transitions (*but; According to; this reminds me; however; For example; in conclusion*).
- The introduction and conclusion are simple, with little provided beyond the claim.

2 – Development – Approaching the range of grade-level performance

- Development demonstrates a partial understanding of the topic.
- Elaboration attempts to extend the ideas but is loosely supportive (*this reminds me of last year i wanted to switch schools, but i didnt want to make new friends, however everyone adored me, so from now on i like meeting new people*) or relies heavily on the sources (*Spending time with people online...cause a lot of screen time and gives us false sense of being connected*).
- Evidence is partially integrated but disconnected from the presented ideas in the first body paragraph (*People may not adore meeting new people; According to Source 1 “friendship is important because it gives people a way to hang out”*). In the second body paragraph, the source quote, while lengthy, attempts to support the original thought concerning online issues (*screen time and give us false sense of being connected*).
- Precise citations are given (*According to Source 1; in this year make an investment in your friendship, the author states*).

2 – Language – Approaching the range of grade-level performance

- Word choice is imprecise, demonstrating a partial command of an expression of ideas (*adore; for the best; it cause a lot of screen time; time to be social to others*).
- Partial command of sentence structure is demonstrated.
- Inconsistent use of correct conventions demonstrates a partial command of conventions. Capital letters at the start of some sentences (*People may not adore; For example*), proper use of commas at some points (*Spending time with people online is a great way, but it cause a lot of screen time*), and end punctuation that is sometimes appropriate (*so from now on i like meeting new people*) are demonstrated mostly correctly.
- Tone and voice are attempted, especially with the rhetorical questions posed to the reader, yet they are inconsistent.

Grade 06 Writing Q38112 ARG

Write an argumentative essay about whether it is better to spend time with people online or in person.

what is better digital or in person i think in digital is better with evedence from the passages " the new tipes of freindships

i will hopefully have you agree with me.

one reason digital is better than in person is because it makes lond distanse relationships easear because instaid of having to send letters or travel long distances you can get on your computer and instantly talk to people all over the world the text sais that whenevwe the needs somthing her frends in boston are only a text message away.because of the ability to talk to her frends all around the world she wont feel alone.

another reason digital communication is better than in person communication is that if you dont live very clost to your frends sending things like letters can take days or even weeks to arive and than be shiped back but with the internet things that took days now take seconds the text sais that " texting apps can bridge 3000 miles"

in conclusion digital communication is far better at sustaining frends and meating new people over long and even short distanses i hope you agree.

2 – Purpose/Structure – Approaching the range of grade-level performance

- The claim is presented in the introduction (*i think in digital is better*). Restatement of the claim is given in both body paragraphs and the simple conclusion.
- The organizational structure is present; however, the advancement of ideas is repetitive (*what is better digital or in person; one reason digital is better than in person; another reason digital communication is better than in person; digital communication is far better*).
- External transitions (*one reason; another reason; in conclusion*) introduce separate ideas and the conclusion. Internal transitions (*because; the text says; is that*) attempt to advance the ideas but with little variety.
- The introduction and conclusion are simplistic, repeating the prompt and plea for agreement (*i will hopefully have you agree with me; i hope you agree*).

2 – Development – Approaching the range of grade-level performance

- Development of the argument is partial, demonstrating an incomplete understanding by providing limited expansion and evidence (*if you dont live very clost to your friends sending things like letters can take days or even weeks to arive...the text sais that “texting apps can bridge 3000 miles”*).
- Elaboration attempts include restatements of the source (*her frends in boston are only a text message away.because...she wont feel alone*) and slight extensions of source ideas (*things that took days now take seconds*).
- Evidence is partially integrated into the argument. Limited explanations surrounding the source hinder the development (*with evedence from the passages “the new tipes of freindships*).
- A single appropriate citation is given in the second body paragraph (*the text sais that “texting apps can bridge 3000 miles”*) with a general reference followed by quotation marks surrounding the text.

1 – Language – Below grade-level performance demonstrated

- Vocabulary and word choice are basic, mirroring the source material. A few highlights of descriptive words (*digital; instantly; sustaining*) are attempted with limited success.
- Sentence structure is simplistic, confusing, and minimally controlled throughout (*in conclusion digital comunication is far better at sustaining frends and meating new people over long and even short distanses i hope you agree*).
- A density of errors in multiple convention categories (spelling: *evedence; distanse; easear; instaid; frends; clost; meating*; end punctuation: *new tipes of freindships; “texting apps can bridge 3000 miles”*; capitalization: *what is better; i will; one reason; boston*; and contractions: *wont; dont*) demonstrates a lack of command in English conventions within the sample given.
- The tone is inconsistent although a personal voice is interjected into the essay (*i will hopefully have you agree with me; I hope you agree*).

Grade 06 Writing Q38112 ARG

Write an argumentative essay about whether it is better to spend time with people online or in person.

Hey! In this argumentative essay we will be talking about how spending time with people online is better than in person. Here are some reasons. You can talk to them from many different places. You can text them if you don't like to call. It's really fun to finally talk with old friends.

Secondly, Chating with people online is an amazing thing. In source 1 it says the internet can bring people together through shared interests too. So now you can meet people online and you can see if you have the same interest as you. I remember I moved to a new school. And I had no friends so everyday I would video chat my friends.

Third, "Online spaces are also serving the same purpose for tweens as the mall did for their parents." Source 1 says, The time he spends in a popular online video game are a lot. "We catch up far more often through the game." My sister loves to play online games with her friends. And to be honest it gets kinda annoying because she is always screaming for some reason.

Fourth, "Now, cell phone and messaging apps can bridge 3,000 miles. But if you think about it, online chating might be dangerous. Because people can track your location, People can scam you. And many other stuff.

In conclusion, So that's why spending time with people online is better than real life. Now we can all go say "hello" to our old friends and family.

2 – Purpose/Structure – Approaching the range of grade-level performance

- The claim is stated in the opening paragraph (*spending time with people online is better*) and is insufficiently sustained within the task. While most of the response defends this claim, a slight drift happens as the paper advances. However, the claim is restated in the simple conclusion (*time with people online is better*).
- The organizational structure is presented inconsistently. The body paragraphs unevenly advance the argument.
- Basic external transitions (*Secondly; Therd; Fourth; Inconcluion*) move the paper from idea to idea. Within the body paragraphs, the transitions attempt to connect ideas (*so everyday I would; And to be honestit; But if you think about it*) with inconsistent results.
- The introduction has a simple “hook” (*Hey!*) to engage the reader, followed by a restatement of the prompt and an attempt to lay out the structure. The conclusion is more simplistic, with a restatement of the prompt and an attempt of a wrap-up statement (*Know we can all go say “hello” to our old friends and family*).

2 – Development – Approaching the range of grade-level performance

- Partial development is demonstrated in the material presented.
- A variety of elaborative techniques are attempted to develop the argument: paraphrasing the source (*same interest as you*), personal narratives (*I remember i moved to a new school. And i had no friends so everyday i would video chat my friends*), and loosely related examples (*My sister loves to play online games with her friends. And to be honestit gets annoying because she is always screaming; But if you think about it, online chating mite be dangerous. Because people can track your location, People can scam you*).
- Evidence from Source 1 is given in each body paragraph (*In source 1 it says the internet can bring people together through shared interests too; “Online spaces are also serving the same purpose for tweens as the mall did for their parents.” Source 1 says...; “Now cell phones and messaging apps can bridge 3,000 miles.*) and is partially integrated into the argument.
- An appropriate citation is given (*In source 1 it says*).

2 – Language – Approaching the range of grade-level performance

- Basic vocabulary shows a partial command of expression of ideas.
- Sentence structure is partially controlled and somewhat simplistic with short, simple sentences (*Because people can track your location, People can scam you. And many other stuff*).
- A partial command of conventions is demonstrated. Some spelling errors (*diffrent; Chating; Therd; screaming; mite*) sprinkle the text, but other words are spelled correctly (*amazing; annoying, dangerous; track; location*). Capitalization and end punctuation are mostly correct, along with comma use and quotation marks, while contractions are not presented correctly (*dont; Its; thats*).
- A voice is attempted (*Hey!; Know we can all go say “hello” to our old friends and family*), but the tone/voice is inconsistent overall.

Grade 06 Writing Q38112 ARG

2/2/2

Write an argumentative essay about whether it is better to spend time with people online or in person.

2 – Purpose/Structure – Approaching the range of grade-level performance

- The claim is made in the opening paragraph (*it is better to spend time with people online*) and restated in the conclusion (*it's better to talk or meet people online*), yet it is insufficiently sustained in the body paragraphs.
- The organizational structure is evident with two body paragraphs grouping separate ideas (*keep in contact with old friends; meet new friends...interested in the same things*)
- External transitions (*As mentioned; Last but not least; In conclusion*) introduce new ideas. Internal transitions (*because; If; which then*) attempt to connect ideas but with little variety.
- The introduction sets up the organizational structure (*you can reconnect with old friends and find people that share the same interests as you*), which is similarly repeated in the conclusion (*you could meet new friends and reconnect with old ones*).

2 – Development – Approaching the range of grade-level performance

- Development demonstrates a partial understanding of the topic.
- Elaboration attempts to extend the argument with original thoughts (*you can always contact your friends easily; needed help...text them right away; it easier for people to stay in touch with each other which then leads to a better bond; websites...where you can find people who like the same things; it is easy and accesible to anyone*).
- Text based evidence is partially integrated into the argument. The quoted material in the introduction (*"In digital space, it doesn't really matter if your friend is across town or across country."*) is disconnected from the argument; however, the body paragraphs integrate nods from the text to support presented ideas (*keep in contact with old friends; Sharing interests*).
- A counterclaim is mentioned in the concluding paragraph (*Though there's a lot of advantages to talking in person, there is more reasons as to why online is a better option*). The counterclaim is not fully developed, but it is attempted to see the other side of the argument.
- An appropriate citation is not given. A lone quote starts the essay with no specific reference to where it is found in the text. The body paragraphs have information found in the text but do not attribute the information to the source authors. The lack of development overall keeps this paper at a 2 in Development. **Note: A citation would not raise the Development score to a higher level.**

2 – Language – Approaching the range of grade-level performance

- Word choice is basic and frequently mirrors text phrasing. A few vocabulary words (*accesible; electronic; advantages*) are stronger but do not move it beyond a partial expression of ideas.
- Sentence structure is partially controlled, but a reliance on simple sentences (*The internet is a great way to stay connected and make new friendships; Sharing interests with one another helps people bond and develop a better friendship*) disrupts the overall flow of expression.
- Standard English conventions are demonstrated with relatively few errors overall (missing commas; *is for are*).
- The tone and voice maintain an informative nature.

Grade 06 Writing Q38112 ARG

Write an argumentative essay about whether it is better to spend time with people online or in person.

Is it better to spend time online or in person? It's better to spend time in person because you can communicate more and you can learn new things around the world. Like card games can teach memory skills and it can boost up kids confidence. It also helps kids in math.

First of all, Card games can help with memory skills. How can that be? In games like memory match you would have to remember where ever card is so you can probably win. In source 2 paragraph 11 it states that Card-playing has honed Ms. Brett children memory skills and taught them to plan competitive strategies in advance. That shows that if you play card games daily and not on your cell phone you can boost your memory. That's why you should spend more time in reality and not online.

Secondly, Family games also can build children's confidence. How? In source 2 paragraph 9 it states "To be able to compete against parents and sometimes win is symbolically important to kids". That shows that when play games with or without an adult kids always try to focus in games so they don't lose and then give up. That's why doing stuff in the real world is better than online.

Lastly, card games can help in math. How? In source 2 paragraph 13 it states "Both card and board games are linked in research to better math skills in small children". That shows that if you teach your kids at a young age board games or cards you can help them in math. That's why it's better to spend time in person and not online.

In conclusion, whenever you are board play a board game with someone instead of being on your phone 24/7. Card games and board games help with math, memory, and communication. That's why you should spend more time in the real world.

2 – Purpose/Structure – Approaching the range of grade-level performance

- The claim is made in the introduction (*better to spend time in person because you can communicate more and you can learn new things*). It evolves to a more qualified claim (*Like card games can teach*). This qualified claim is restated in the conclusion (*Card games and board games help with*), followed by a reinforcement of the more general “in person” claim (*That’s why you should spend more time in the real world*).
- The overall organizational structure is evident with the direction of the essay (*memory skills; confidence; math*) laid out in the introduction and followed through in the body paragraphs. The direction is somewhat restated in the conclusion. Within the body paragraphs, the organization becomes somewhat repetitive, with each paragraph developing in the same way.
- A simple external transition (*First of all; Secondly; Lastly; In conclusion*) with a topic sentence starts off the proposed argument in each body paragraph and is followed by the same rhetorical question (*How can that be?; How?; How?*). After the source and elaboration is presented, a transition with little variety (*That shows; That’s why; Thats shows; That’s why; That shows; That’s why; That’s why*) attempts to move the argument.
- Both an introduction and conclusion are present. Each mirrors the other with a transition, claim, and direction expressed.

2 – Development – Approaching the range of grade-level performance

- Development shows a partial understanding of the topic.
- Elaboration attempts to support the argument in a variety of ways with a combination of original writing that is somewhat simplistic (*games like mememory match; play card games daily and not on youe cell phone*), loosely related (*try to foces in games so they don’t lose*), or repetitive (*teach your kids at a young age...you can help them in math*).
- Relevant evidence from a single source (*source 2*) highlights card games as an “in person” way to spend time, but it is partially integrated with limited expression connecting the evidence to the proposed ideas.
- Appropriate citations are used multiple times. A specific source and paragraph is noted before a text based quote is given (*source 2 paragraph 11; source 2 paragraph 9; source 2 paragraph 13*).

2 – Language – Approaching the range of grade-level performance

- Vocabulary and word choice is basic, mirroring the text-given word selections. Imprecise language (*stuff in the real world*) demonstrates a partial expression of ideas.
- Sentence structure is varied, yet simplistic and repetitive (*How can that be?; How? That’s why doing stuff in the real world is better then online*).
- Standard English conventions are controlled and demonstrated with relatively few errors (random caps; *Thats; becuse; comunicate; remeber; probobly; foces*) compared to the amount done correctly.
- The tone and voice are somewhat inconsistent with occasionally expressive language (rhetorical questions; *in reality; being on your phone 24/7*) mixed with repetitive expressions that hinder the fluidity of the essay.

Grade 06 Writing Q38112 ARG

Write an argumentative essay about whether it is better to spend time with people online or in person.

"Pow Pow!!!, Hey, do you remeber math class in 6th grade?" Thats the sound of kids talking and catching up while doing their favorite intrest Video Games!!!!. I agree that spending time with friends online is better because it gives them a third place to bulid friendships, bring peoples intrest together and have friends spread out alittle to hang in different places.

To begin, Spending time with kids/people online is better because it builds a new space todo what they love. The text states," Reserchers call this a "thrid place." The idea is that kids interact at home (The first place) and at school (the second place). Having a third place is important because it gives people a way to hang out and build friendships. Social scientist are finding that, for tweens and teens, the Internet is often a valid third place." This is important because, when tweens and teens need someone to talk to and they don't feel comftable telling their parents and their friends aren't around, they can call or text their friends and talk to them online.

To add on, Spending qulity time over phone or on a video game can cause alot of people to bond and find some new friendships within their intrest. Mariah Sharples wrote," The internent can bring people together through shared intrests too. Antonio Vargas went to an anime and maga convection with his parents last spring and came back with the screen names of five new friends. 'We have a group chat where we talk about our favorite characters and give each other recommendations," he said. "It's cool because my friends from school don't like anime. They don't have to listen to me remble anymore because I can just message my convection friends about it." This shows even though you have friends close to you in person, you can still have a bunch of friends that are online that LIKE your intrest.

Finally, Spending time with online friends can be better o take a break from you friends inperson. The text says, "Antonio's two types of friendships might look odd from the outside, but he likes it this way. 'I think I have more friends than a lot of people," he said. "They're just more spread out." This can show, even though you have friend online and in person does not mean you can't be friends with both.

In conclusion, spending time with your online friends might be better for a thrid safe place, having more friends with the same intrest, and having different friends in different areas to hang out. Now, lets go online and make some more friends together!!

3 – Purpose/Structure – Within the range of grade-level performance

- The claim (*spending time with friends online is better*) is generally maintained by stating it in the introduction, having a restatement in topic sentences at the beginning of each body paragraph, and repeating it in the conclusion.
- The organizational structure is presented in the introduction (*gives them a third place; bring peoples intrest together; have friends spread out*). The three body paragraphs follow the structure logically, advancing the argument.
- Simple transitions (*To begin; To add on; Finally*) attached to topic sentences open body paragraphs and transition to the conclusion (*In conclusion*). Within the paragraphs, some use of basic transitions (*This is; because; and; This shows; even though*) help connect the ideas presented.
- A sufficient introduction with a “hook” (*Pow Pow!!!...Thats the sound of kids...doing...Video Games!!!!*) draws the reader in, states the claim, and provides direction for the essay. The conclusion restates the claim, recaps the ideas explored, and ties back to the introduction “hook” (*Now, lets go online and make some more friends*), giving a sense of completeness.

3 – Development – Within the range of grade-level performance

- Adequate development of ideas demonstrate a logical understanding that emerges from the overall essay.
- Adequate elaboration of a mix of original writing and extension of ideas is shown in each body paragraph. The elaboration supports the argument with a mix of examples (*and they don't feel comftable telling their parents and their friends aren't around, they can call or text*) and analysis of evidence (*This shows,...you can still have a bunch of friends that are online that LIKE your intrest; This can show, even though you have friend online and in person does not mean you can't be friends with both*).
- Relevant evidence from a single source (Source 1) is integrated to connect ideas, elaboration, and text.
- Evidence is appropriately cited in each body paragraph. A mix of citation types is used, including a general introduction with quotation marks (*The text states, “ Reserchers call this a “thrid place.”; The text says, “Antonio’s two types of friendships...”*) and providing of a specific author’s name (*Mariah Sharples wrote*).

3 – Language – Within the range of grade-level performance

- A clear expression of ideas mixes general text-based word choice and original language (*comftable; qulity; take a break*) to explain the topic.
- Sentence structure is more complex when elaborating on the evidence presented (*This is important because, when tweens and teens need someone to talk to and they don't feel comftable telling their parents and their friends aren't around, they can call or text their friends and talk to them online*). An adequate control of sentences is presented consistently.
- Grade-appropriate command of conventions is demonstrated. The few misspelled words (*remeber; intrest; comftable; qulity; internert; remble*) do not deter from the correct use of punctuation, capitalization, and grammar.
- An appropriate, academic tone is predominant overall. The introduction paints a scenario that elicits a descriptive voice that is revisited in the conclusion.

Grade 06 Writing Q38112 ARG

Write an argumentative essay about whether it is better to spend time with people online or in person.

For most of my life there has been a debate with me and parents, they say they want me to go outside and play with my friends in the real world, but I say we should play online or send a text to them because I know the second I ask if I can go to my friends house they will say they don't want to drive over to my friends house, but with the speed of wifi I can connect in seconds. When we play with our freinds online give them a call or send a text we can have fun, gain confidents and make better conections with our friends.

First is having fun, all we want to do is play games with our friends or family, that can be really fun!, Just yesterday I was playing a video game with my brother and friend since we all had a headset we could talk to eachother and ask eachother questions or talk about how our day was going. You can also talk with friends over the phone. Cassie would do this with her friends after she moved away, her friends also helped her pick out an outfit when they were on the phone. When they weren't talking on the phone they could be texting eachother about thier day and things they had been doing.

Next confidents, confidents is one of the most important thing to have as a child today and you might gain some confidents by calling a friend when your feeling down or just calling them to call them. Cassie also said that her friends made her feel confident to take on the world. When I was playing with my friends and we won a game I wanted to keep playing with them so when the parental controls went off telling me I couldnt play anymore I was super sad, but I got a call from my friend and we talked for a hour and a half and during that talk he helped me with my homework and I helped him with his and that boosted my confidents in myself and made me feel better.

Lastly, is the conections you make on the way. while your playing an online game there could be someone that defeats you and your really mad but you send them a friend request saying great job lets be friends and if they say yes then you made a new friend which you can make new conection with. With your old friends your conections with them will get stronger and stronger as time time goes on, and you can do that by sending a nice text message or giving them a call to just say how good of a friend they are, playing games online with them to can make better conections by training and working hard in the game so you can get the confidents of winning when you both play.

To wrap it all up. Going online, calling someone or sending a text is a better way to have fun gain confidents and make conections. It is just faster and a easyer way when comunicating with other people. Since so many people now have a way of communicating by the internet you can reach your friends and family in seconds of waiting with a phone texting or calling. So grab the phone or consol and go have play and talk with your friends on the internet.

3 – Purpose/Structure – Within the range of grade-level performance

- The claim (*I say we should play online*) is provided in the introduction and previews the organizational plan of development (*When we play with our freinds online...we can have fun, gain confidents and make better conections*).
- The organizational structure logically advances the argument with each body paragraph focusing on a particular idea (*fun; confidents; conections*).
- Varied external transitions (*First; Next; Lastly; To wrap it all up*) as well as internal transitions (*that; Just; since; also; When*) connect ideas within and among paragraphs, logically moving the reader through the essay. Personal examples are extended logically with transitions moving the reader from point to point.
- A sufficient introduction with a scenario of a parental debate draws the reader into the argument. The conclusion gives a sense of completeness with a call to action (*So go grab the phone...and talk...on the internet*) that reinforces the argument.

2 – Development – Approaching the range of grade-level performance

- Development follows a logical understanding of the topic, with each idea expanded on adequately.
- Original elaboration extends the ideas through the use of personal examples (*Just yesterday I was playing; I was super sad, but I got a call; you can do that by sending a nice text message*) to develop ideas in a way that demonstrates understanding.
- Relevant text evidence is woven into the essay, giving strength to the argument (*Cassie would do this; Cassie also said*).
- While evidence from the text gives credibility to the argument, the evidence is not appropriately cited. No precise citation, nor general reference with quotation marks, is presented. **Note: With a precise citation, this response would receive a score of 3 in Development. Due to the lack of citation, the score for Development remains at a 2.**
- An acknowledgment to an opposite claim (which goes beyond grade-level expectations) is made in the introduction with a reference to a parental debate (*there has been a debate with me and my parents, they say they want me to go outside and play...but I say we should play online*).

3 – Language – Within the range of grade-level performance

- A clear expression of ideas is aided through a mix of academic word choice (*debate; your feeling down; boosted my confidents; someone that defeats you*) and more basic vocabulary (*fun; super sad; feel better, really mad; nice text message*) that simply and consistently conveys emotion with personal examples.
- Sentence structure is varied. With attempts at more complex sentences, the lack of comma use and/or correct structure is somewhat less controlled (*we won a game I wanted to keep playing with them so when the parental controls went off telling me I couldnt play anymore I was super sad*). Grade-appropriate language facility is still demonstrated holistically.
- For the most part, standard English conventions are grade-appropriate. The few errors present (missing commas; spelling: *confidents; conections; easier; consol*; usage: *your for you're; have play for play*) do not detract from the holistic grade-level performance.
- Tone and voice are consistently presented through personal examples and scenarios and are appropriate to the task and argument.

Grade 06 Writing Q38112 ARG

Write an argumentative essay about whether it is better to spend time with people online or in person.

Have you ever felt disconnected or distant from your friends online. You probably have and that's because interacting with your friends online isn't as enjoyable or connecting as interacting in the real world, here's why.

First, interacting online can't give that sense of connection that you get in the real world. In source 3: This Year, Make an Investment in Your Friendships the author says "there is a sense of connection that comes from sharing one another's burdens that is impossible to replicate with a like or a tweet." I agree with this statement because when you are sitting with your friends or family eating a meal and laughing about your day there is a sense of connection and togetherness there that cannot be replicated online through a follow or a like. Another good example of this is in source 2: How Family Card Games Teach Math, Memory and Self-Confidence when the author states "Playing cards is an easy way for several different generations to sit down together, and grandparents and parents say games afford an unusual opportunity to bond with children." Playing games with each other in the real world can lead to great bonding experiences unobtainable in the digital world. That's why interacting online can't give you a good sense of connection compared to real life.

Next, when you're online with your friends or family you can't have that same feeling of enjoyability you get in real life. For example in source 2: How Family Card Games Teach Math, Memory and Self-Confidence when the text says "Their 15-year-old daughter Bridget says, "Seeing my parents go back and forth, I will tell you, is one of the funniest things I've ever seen." This is a perfect example of spending time with loved ones in the real world being more enjoyable, sure you may have a good time playing video games with your friends or calling your family members but that just doesn't compare to riding a roller coaster with your friends or going to the movies with your family members. Another example is in source 3: This Year, Make an Investment in Your Friendships when the narrator says "Brad Feld, a partner at the venture capital firm Foundry Group, has been scheduling an annual trip with his father for years." This reminds me of when I went to North Carolina with my grandparents for Christmas, I had a blast there and did such cool things nothing I did online could compare to that trip. That's why I think experiences in the real world are more fun and enjoyable than those online.

In conclusion, that's why spending time with loved ones in real life is a better experience than online. Because it is more enjoyable and connects you more with your friends and family. I hope you take this into account next time you want to spend time with your friends or family members.

3 – Purpose/Structure – Within the range of grade-level performance

- The claim is stated in the introduction (*online isnt as enjoyable or connecting as interacting in the real world*) and restated in a varied way in the conclusion (*spending time with loved ones in real life is a better experience than online*).
- The organizational structure follows a logical progression with stated ideas (*online cant give that sense of connection that you get in the real world; you can't have that same feeling of enjoyability you get in real life*) that flow from one to another and are sufficiently focused on the task.
- Varied transitions, both external (*First; Next; In conclusion*) and internal (*because; Another good example; That's why; This is; sure...but; Another example; This reminds me*), connect ideas within and among paragraphs. Transitional sentences (*That's why interacting online cant give you a good sense of connection; That's why i think experiences in the real world are more fun*) at the end of each body paragraph complete each idea.
- A sense of overall completeness is achieved through a sufficient introduction and a conclusion that recaps the main ideas (*it is more enjoyable and connects you more*) presented in the two body paragraphs.

3 – Development – Within the range of grade-level performance

- Ideas (*sense of connection; same feeling of enjoyability*) are developed in a logical manner, demonstrating an adequate understanding of the topic.
- Adequate elaboration extends the sources by using narrative examples (*sitting with your friends or family eating a meal; compare to riding a roller coaster; reminds me of when i went to North Carolina*) and explanations that clarify ideas (*can lead to great bonding experiences unobtainable in the digital world*).
- Relevant evidence is integrated into the ideas to solidify the argument. In each body paragraph, the layering of evidence from multiple sources lends credibility to the argument (*In source 3...the author says "there is a sense of connection that comes from sharing one another's burdens..."; Another good example of this is in source 2...when the author states...*).
- Evidence is precisely cited, noting the different sources and article titles (*source 2: How Family Card Games Teach Math, Memory and Self-Confidence; source 3: This Year, Make an Investment in Your Friendships*).

3 – Language – Within the range of grade-level performance

- Academic vocabulary (*disconnected; distant; interacting; unobtainable*) demonstrates a clear expression of ideas.
- Overall, sentence structure is grade-appropriate and varied, allowing the paper to flow sufficiently (*I agree with this statement because when you are sitting with your friends or family eating a meal and laughing about your day there is a sense of connection and togetherness there that cannot be replicated online through a follow or a like*).
- Grade-appropriate command of standard English conventions is demonstrated with relatively few errors overall (*proably; thats; isnt; heres; i*).
- A consistent, academic tone and voice are appropriate for the overall argument (*I hope you take this into account next time you want to spend time with your friends or family members*).

Grade 06 Writing Q38112 ARG

Write an argumentative essay about whether it is better to spend time with people online or in person.

Some people may think that spending time with people online is better than in person. It may be because online, people can do a lot of things online than in person. Some people have trouble making friends in real life but thanks to the internet, people can become friends more easily and find people that have similar interests as them. Spending time online is better because people can reconnect with old friends and family members, hang out with each other, and meet new people on the internet.

One reason why some people think spending time with people online is better is because you can reconnect with old friends and family members. People have trouble leaving their friends and family behind when moving because its like leaving all the ones they love so very much. According to Mariah Sharples, "If Cassie needs advice, her friends from Boston are only a text message away." (source 1 , paragraph 1) Just think about how many people had to move away and leave their family and friends. As a person who is a military child, my family had to move a lot and I had to leave all my friends and family but thanks to the electronics, I can call or text them whenever I wanted to. In the text, Mariah Sharples explained, "In digital space, it doesn't really matter if your friend is across town or across the country." (source 1 , paragraph 3) In digital space you can speak to your friend whenever youre able to! You can keep in touch with your family and your friends much easier than sending a letter across the country to them. In all, you can spend time online reconnecting with old friends and family members from far away.

Another example why some people may think that spending time on the internet is better is because people can hang out with each other. People can hang out by calling and texting people on days when the weather is bad. According to the text, Mariah Sharples said, " "On the first day of school, my friends in Boston helped me pick my outfit," Cassie says." (source 1 , paragraph 2) Cassie's friends from where she used to live helped her using the internet. Using the internet to spend time with youre friends is fun because you can do so much stuff. In the text, Carl Richards says, "In some cases, it's a monthly video chat, while in others it's just a little note to remind myself to call someone out of the blue." (source 3 , paragraph 23) You can spend time by video chatting with people. Video chatting with people you know is a fun way to hang out online because you can show each other cool things you bought. Finally, hanging out with each other online can do so many things!

Another reason why there are people who think spending time online is better than in person is because you can meet new people on there. But, you need to be careful because there are people who may try to do horrible stuff online. In the text, Mariah Sharples says, "The Internet can bring people together through shared interests too." (source 1, paragraph 6) There are social media apps like, Snapchat, Instagram, TikTok, and much more apps bring people together like a community and is a way to meet new people. On social media apps people may get hated on by others but other people may help stand up for them and support them. In the text by Mariah Sharples it says, "Having a third place is important because it gives people a way to hang out and build friendships." (source 1 , paragraph 5) Building friendships is kind of easy online, most people on social media are very kind and would stand up for you. It doesn't matter where you are you can be anywhere on Earth and still meet new people across the whole world. To end it off, meeting new people on social media is a way to make new friends.

To conclude, reconnecting with old friends and family, hanging out online, and meeting new people are three reasons why spending time online is better than in person. You can reconnect with old friends and family far away. Hanging out online can do so many things. And lastly, meeting new people on social media is a way to make new friends. Now, now you may see why some people think that spending time online is better than in person.

3 – Purpose/Structure – Within the range of grade-level performance

- A claim (*Spending time online is better*) is provided in the introduction and generally maintained. Each paragraph begins with a near repeat of this claim in the form of a topic sentence that introduces a focus that is maintained with little drift for each paragraph.
- The organizational structure follows a logical plan that is previewed in the introduction (*people can reconnect with old friends and family members, hang out with each other, and meet new people on the internet*), and each body paragraph advances one pillar of the argument.
- External (*One reason; Another example ; Another reason; To conclude*) and internal transitions (*because; Just think; As a person; but thanks; In; In all*) are functional and connect ideas within and among paragraphs. Each body paragraph ends with a wrap up sentence, transitioning from one idea to the next, giving a sense of completeness for the presented idea.
- A sufficient introduction and a conclusion that recaps the presented structure demonstrates a sufficient overall connectedness and sense of completeness (*Now, now you may see why some people think that spending time online is better than in person*).

3 – Development – Within the range of grade-level performance

- Logical development of ideas demonstrates an understanding of the topic.
- Adequate elaboration varies and includes extensions clarifying the topic (*People have trouble leaving...because its like leaving all the ones they love so very much*), personal examples (*As a person who is a military child, my family*), and extensions on source ideas (*Video chatting...is a fun way to hang out online because you can show each other cool things you bought*) to support the claim.
- Relevant evidence is integrated from multiple sources (*source 1; source 3*), lending credibility to the argument. Within paragraphs, multiple pieces of evidence are layered to demonstrate text-based ideas that are in alignment with the argument.
- Evidence is appropriately cited in a variety of ways (*According to Mariah Sharples; source 1 , paragraph 1; In the text, Mariah Sharples explained; source 1, paragraph 3; According to the text, Mariah Sharples said; source 1, paragraph 2; In the text; source3, paragraph 23; In the text, Mariah Sharples says; source 1, paragraph 6; In the text by Mariah Sharples it says; source1, paragraph 5*).

3 – Language – Within the range of grade-level performance

- Word choice is appropriate and demonstrates clear expression of ideas (*apps bring people together like a community*). A mix of youthful expression of language also clarifies ideas surrounding the argument (*thanks to the electronics, I can call; People can hang out by calling; people may get hated on by others*).
- Sentence structure, both simple sentences (*You can spend time by video chatting with people*) and compound sentences (*As a person who is a military child, my family had to move a lot and I had to leave all my family and friends but thanks to electronics, I can call or text them whenever I wanted to*), flesh out the argument, demonstrating grade-appropriate language facility.
- Grade-appropriate command of standard English conventions is demonstrated.
- Tone and voice maintain an academic nature and are appropriate for the overall argument.

Grade 06 Writing Q38112 ARG

Write an argumentative essay about whether it is better to spend time with people online or in person.

You have probably spoken to someone online, whether it was a friend or family member, or maybe even someone you met online. The internet is a great place to socialize with other people. It is better to spend time with people online because it can help you make new friends and it can help you catch up with old friends.

It is better to spend time with people online because it can help you make new friends. This is proven in Source 1, where the text states, "Antonio Vargas went to an anime and manga convention with his parents last spring and came back with the screen names of five new friends... 'It's cool because my friends from school don't like anime.' (Sharples)" This shows that people like Antonio Vargas are able to make friends online through common interests. Because his friends at school do not share the interest in anime, Antonio is able to connect with people online who enjoy the same things as him. Another piece of evidence that proves spending time with people online can help you make new friends is stated in Source 3. Richards states, "So I've started by scheduling time...to develop friendships with people who I want to know better. in some cases, it's a monthly video chat, while in others it's just a little note to remind myself to call someone out of the blue." Because of the internet, Richards is able to spend time to develop new friendships. It is clear that it is better to spend time online because it can help you make new friends.

It is beneficial to spend time with people online because it can help you catch up with old friends. An example of this is shown in Source 1, where the text states, "When Cassie Myers moved from Boston to Seattle, she knew that there would be a period of adjusting to her new home.... If Cassie needs advice, her friends from Boston are only a text message away." Cassie is able to speak to her friends from her old home using the internet. Without it, Cassie would not have anybody to speak to at Seattle for the first few days, or possibly weeks, of living there. Another piece of evidence that shows how the internet can help you catch up with old friends is stated in Source 3. Richards states, "Over a year ago I moved to New Zealand with my family. It has been amazing in so many ways, but I do have to admit to being lonely sometimes." He further states, "So I've started by scheduling time to connect with old friends...." When Richards moved to New Zealand, he left behind his friends from where he previously lived. Fortunately, he was able to make some time to catch up with his old friends online. It is clear to see that it is better to spend time with people online because it can help you catch up with old friends.

In Source 2, the text states, "At a time when children's schedules are packed and digital distractions are everywhere... (Shellenbarger)" This is incorrect because, although children's schedules are packed, it is important to make time to spend with people online. This is not a "digital distraction," instead a way for children to socialize with others. The text in Source 2 also states, "And skilled card-playing often calls for more nuanced social skills, such as bluffing one's opponents into unwise bets." This text is false, because while activities such as playing cards could ever so slightly help one's social skills, time spent with people online provides actual time to socialize rather than doing an activity that only teaches someone a limited amount of social skills.

In conclusion, it is better to spend time with people online because it can help you make new friends and can help you catch up with old friends. So next time, consider the fact that spending time with people online is as beneficial, if not more beneficial than spending time with people in person. It's the way to speak to others from wherever you are!

3 – Purpose/Structure – Within the range of grade-level performance

- A claim is provided and generally maintained throughout (*It is better to spend time with people online*). Each paragraph begins with a similar restatement (*It is better to spend time with people online because; It is beneficial to spend time with people online because*) of this claim.
- The organization structure logically advances through two main ideas (*it can help you make new friends; it can help you catch up with old friends*) and a counterclaim paragraph that attempts to refute the claim.
- Multiple transitional strategies, repeated in each body paragraph, include topic sentences, connector transitions (*This is; This shows; Because; Another piece; An example; He further states; Fortunately*) within paragraphs, and wrap up sentences to complete a paragraph (*It is clear that it is better to spend time online because; It is clear to see that it is better...*) connecting ideas externally and internally.
- A sufficient introduction that starts with a scenario (*You have probably spoken to someone online*) and a wrapup conclusion (*So next time, consider the fact that spending time with people online is as beneficial*) give a sense of completeness to the overall argument.

3 – Development – Within the range of grade-level performance

- A logical development of ideas (*It is better to spend time with people online because it can help you make new friends; it can help you catch up with old friends*), along with an attempted rebuttal of the claim, displays an understanding of the topic.
- Adequate elaboration consists of original writing extending the ideas through reasoning (*Because of the internet, Richards is able to spend time to develop new friendships*) and explanations of evidence (*Cassie is able to speak to her friends from her old home using the internet*).
- Evidence is appropriately cited (*in Source 1, where the text states; in Source 3. Richards states*) and integrated from multiple sources, lending credibility to the argument. Each body paragraph layers evidence from separate sources (Source1/Source3 – BP1; Source 1/Source3 – BP2; Source2 – CC-BP3) to build the argument.
- A counterclaim (*“At a time when children’s schedules are packed and digital distractions are everywhere...” This is incorrect because*) with multiple pieces of evidence is presented and vaguely refuted in the third body paragraph. While not a grade-level expectation, the slightly successful attempt at this counterclaim skill adds to the grade-level appropriateness of Development.

3 – Language – Within the range of grade-level performance

- Specific word choice (*socialize; incorrect; slightly help; limited; beneficial*), mixed with general descriptive language (*catch up; days, or possibly weeks; actual time*), demonstrates an overall clear expression of ideas.
- Grade-appropriate language facility (*This is not a “digital distraction,” instead a way for children to socialize with others*) and sentence structure variety (*This text is false, because while activities such as playing cards could ever so slightly help one’s social skills, time spent with people online provides actual time to socialize rather than doing an activity that only teaches someone a limited amount of social skills*) move the paper so that the argument develops sufficiently.
- A command of standard English conventions is demonstrated. Appropriate usage of commas, grammar, and capitalization is shown throughout (*You have probably spoken to someone online, whether it was a friend or family member, or maybe even someone you met online*).
- An academic and persuasive tone and voice (*It is clear to see; This text is false, because*) is projected appropriately and consistently.

Grade 6 Writing Q38112 ARG

4/4/4

Write an argumentative essay about whether it is better to spend time with people online or in person.

Imagine you are sitting on your bed. You have just moved into a new state and are in your new house. You are nervous because you are going to a new school tomorrow, but you don't know anyone there. You decide to talk to your friends in your old state and they make you feel way better and you know you can talk to them whenever you want. It is better to spend time with people online because it is easier, it brings people together, and it helps during certain times.

To begin with, it is better spending time with people online rather than offline because it is easier. According to the source "The New Types of Friendship" it states that while online, you have the ability to text or call anyone, no matter where they are in the world. If I want to talk to one of my friends, it wouldn't matter if they were in Florida, Canada, Antarctica or California, they would receive my message instantly. According to the same source, it also says that technology has advanced so it has the power to bridge 3,000 miles, which only takes a matter of seconds. Sending and receiving messages is the same as The Flash carrying a letter over to one of your friends anywhere in the world. You don't even have to worry about your message being shipped to the wrong person, as long as you make sure it is being sent to the right person. That is evidence that shows how easy it is to send a text message rather than mailing a letter.

In addition, spending your time online is better because it brings people together, Source 1 reveals that the Internet is able to start and improve people's relationships through shared interests. For instance, you like basketball, but no other students at your school do. You go online and find a group of nice kids that like basketball. You get to know each other better and eventually organize days during the week to play basketball together. As you get older you all continue playing basketball and get into a professional league. All this happened just because you met a cool group of kids on the Internet. In source 3, the author states that they schedule time to connect and develop friendships with friends they want to connect and develop friendships with friends they want to get to know better. Developing friendships online is just like sitting down and talking with a person, but it is way more convenient to talk with smart devices. This is evidence that proves direct messaging, social media, and video game chats bring people together.

Third of all, technology is better to use since it can help during certain times of need. "This Year, Make an Investment in Your Friendships" opens up to the fact that most people enjoyed the moments when their friends sympathized them during tough times. Smart phones and tablets only make this even easier, whether you are dealing with the loss of a loved one, the loss of something that you owned, or just a bad day in general. The same source also states that people love remembering times when their friends and family have celebrated great times of happiness with them. If it is your birthday, or just a special day or moment, talking with people you want to talk to is as easy as taking a test that you know every answer to, and it is only going to get easier as technology advances. That is how being online helps during times when you need it the most.

Overall, spending time with people online is better than spending time offline because it is easier, it brings people together, and it helps during certain times. Although you should talk to people offline if you have the chance to, never hesitate to go online and speak with someone you know. All this evidence shows that going online is way more beneficial than spending time off of the Internet.

4 – Purpose/Structure – Above grade-level accomplishment demonstrated

- The claim is stated in the introduction (*It is better to spend time with people online*) and consistently maintained throughout the essay.
- The organizational structure strengthens the response and advances the argument. Each body paragraph presents an idea and then connects multiple points to strengthen the idea (*because it is easier... no matter where they are; only takes a matter of seconds; You don't even have to worry about your message*).
- External transitions (*To begin with; In addition; Third of all; Overall*) are functional as they introduce a topic sentence for each paragraph. Internal transitions (*If I want to talk; This is evidence; For instance; All this happened*) successfully connect multiple sub points under the main topic idea.
- An effective introduction begins with an imagined scenario followed by the claim and a direction for the essay (*Imagine you are sitting on your bed. You have just moved into a new state...You are nervous because you are going to a new school tomorrow, but you don't know anyone there. You decide to talk to your old friends...and they make you feel way better; better to spend time with people online because it is easier, it brings people together, and it helps during certain times*). The conclusion recaps the major ideas and the claim, enhancing the essay.

4 – Development – Above grade-level accomplishment demonstrated

- Skillful development demonstrates a thorough understanding of the topic.
- Effective elaboration demonstrating a variety of techniques, including paraphrasing and relevant extensions of original thought (*it wouldn't matter if they were in Florida, Canada, Antarctica or California; the same as The Flash carrying a letter; talking with people you want to talk to is as easy as taking a test that you know every answer to*) that show a high level of understanding.
- Relevant, smoothly integrated evidence from multiple sources (*According to the source "The New Types of Friendship"; In source 3*) adds credibility to each idea. The argument builds as each piece of evidence strengthens the claim.
- Appropriate, precise citations are provided throughout, including specific source titles, source numbers, and a general lead-in with source-based material paraphrased (*Source 1 reveals; "This Year, Make an Investment in Your Friendships"; The same source also states*).
- A counterclaim (which goes beyond grade-level expectations) is given a nod in the conclusion (*Although you should talk to people offline if you have the chance to, never hesitate to go online*). The attempt, along with the other effective development skills, helps to solidify the development score of a 4.

4 – Language – Above grade-level accomplishment demonstrated

- Academic vocabulary and word choice (*nervous; the ability; instantly; improve; convinient; technology; beneficial*) strengthen and further ideas.
- Sentence structure skillfully advances and contributes to the overall fluidity of ideas (*Smart phones and tablets only make this even easier, whether you are dealing with the loss of a loved one, the loss of something that you owned, or just a bad day in general*).
- A consistent command of standard conventions is demonstrated. Accurate punctuation, along with correct spelling, in the complex sentences allows the ideas to flow uninterrupted (*If it is your birthday, or just a special day or moment, talking with people you want to talk to is as easy as taking a test that you know every answer to, and it is only going to get easier as technology advances*).
- Tone and voice strengthen the overall argument. A broad awareness and authoritative tone (*Although you should talk to people offline if you have the chance to, never hesitate to go online and speak with someone you know*) add to the effectiveness.

Grade 06 Writing Q38112 ARG

Write an argumentative essay about whether it is better to spend time with people online or in person.

Friends are one of the most crucial parts of life. To have someone outside of a relative to trust and talk to and build you up to your very best self is a great thing to have during your lifespan. But the thing is, there are other means to talk to someone besides talking face-to-face. With the evolution of technology, it has become more convenient to communicate through apps like FaceTime or Instagram. So that ponders the question, is it better to spend time with people online or in person? I personally think online is a way more effective option due to the evolution of technology, how convenient it has become, and the good and bad of spending time with a friend on the internet. Now, on to the computer!

Technology has grown some much over the years. We went from big and hefty computers to mini gaming laptops that can fit in a small backpack! How does that tie in with friendships though? There is tons upon tons of social media apps from the well known ones like TikTok or YouTube where people can connect through the type of videos they watch or the content they upload for everyone else to see. To further prove my point, In Source 1, paragraph 6, the author states that "The internet can bring people together through shared interests... Antonio Vargas went to an anime and manga convention.. came back with the screen names of five new friends... 'We have a group chat where we talk about our favorite characters...'" I'm personally a fan of retro games like Super Mario World or Rampage, and I've seen various communities for that specific type of interest. The thing I just mentioned barely scratches the surface of the amount of communities where you can talk about what you enjoy and meet new friends who enjoy the same thing as you do. It's all so convenient! Almost as convenient as leading me to my next point.

Fast internet speeds are just as common as eating or drinking. Being to talk to someone from millions of miles away from you in an instant has become less of a wish and more of a reality. You can talk to new friends you've just met through messages instantly or you can talk to old friends who are not as close to you just as quick. It saves more time being able to communicate through apps made specifically for socialization with friends or new people. All of it adds up to being more convenient to spend time with friends through the internet then planning ahead to visit them in real life. And even then people plan ahead to visit people through the internet. If you're worried about not making valuable memories as you do in real life with your friend, it works just the same through the internet. Maybe even your best memories can come through the internet with the limitless amount of stuff you can do with your friends on any type of platform.

I get it though. The world wide web may not be the best fit for everyone. It's all up to what you prefer. Especially with the amount of bad, dirty, and disgusting content you can find on there. It's obviously not "one size fits all". With the evidence in Source 3, paragraph 21, it states that "There is a sense of connection that comes from sharing one another's burdens that is impossible to replicate with a 'like' or a tweet." But with all the bad things, there is still great things to experience with your friend. Sometimes the memories made on the internet can't match up to the fantastic memories of sleepovers at a friend's house or playing at the park for hours non-stop. Maybe we just have to see the other side and embrace the change into hanging out with your friends through a computer or phone. As said before, it's really just up to preference.

I think it's wonderful that we can spend time with a friend and talk for hours and hours through our phones or laptops. Memories that we can record for ourselves to look back on. Apps that we can scroll through, laughing at the funny comments and uploads we see. It's an amazing feeling and a great way to connect to a friend through a shared interest. All in all, I think it's great to have all this time with our friends. If you can, you should get on the internet and talk to a friend, you're really just a click away!

4 – Purpose/Structure – Above grade-level accomplishment demonstrated

- A claim (*online is a way more effective option*) is provided in the introduction and consistently maintained. Each body paragraph supports that claim without repeating it directly.
- The organization structure strengthens the response by presenting positive (and negative, in a counterclaim paragraph) online ideas (*There is tons upon tons of social media apps...where people can connect; Fast internet speeds are just as common as eating and drinking; I get it though. The world wide web may not be the best fit for everyone*).
- Varied transitional strategies include topic sentences to begin body paragraphs (*Technology has grown some much over the years*), rhetorical questions (*How does that tie in with friendships though?*), and internal connecting transitions (*There is; from; or; To further prove my point; and; just; Almost as*), smoothly enhancing the progression of the argument.
- An effective introduction starting with a global perspective (*Friends are one of the most crucial parts of life*) progresses to a personal perspective (*I personally think online is a way more effective option due to*) to narrow the focus to the argument. The conclusion provides a sense of completeness that reinforces the argument (*get on the internet and talk to a friend, you're really just a click away*).

4 – Development – Above grade-level accomplishment demonstrated

- A thorough understanding of the topic is built through a skillful development of the argument.
- Elaboration effectively extends ideas by use of examples (*social media apps...like TikTok...where people can connect; I've seen various communitys where you can talk*), as well as extending text ideas (*Being to talk to someone from millions of miles away from you in an instant has become less of a wish and more of a reality*) and use of descriptive insight (*The world wide web may not be the best fit...Especially with the amount of bad, dirty, and disgusting content you can find on there*) in the counterclaim paragraph.
- Evidence is smoothly integrated from different sources, lending credibility to the argument and the counterclaim. Appropriate citations are provided, along with source information that is not cited specifically (*Source 1, paragraph 6; Source 3, paragraph 21*).
- A counterclaim (*The world wide web may not be the best fit for everyone*) is addressed in the third body paragraph, and the argument is highlighted with evidence. While not a grade-level expectation, the developed counterclaim strengthens the development of the overall argument.

4 – Language – Above grade-level accomplishment demonstrated

- Integration of academic vocabulary (*crucial; relative; lifespan; evolution*) strengthens the expression of ideas, and descriptive word choice (*hefty computers; tons upon tons; retro games; barely scratches the surface; obviously not "one size fits all"*) skillfully enhances the argument.
- The fluidity of ideas is smooth, with sentence structure variety successfully presenting the various points (*You can talk to new friends you've just met through messages instantly or you can talk to old friends who are not as close to you just as quick*).
- A consistent command of the standard English conventions demonstrates a solid communication of ideas (*But the thing is, there are other means to talk to someone besides talking face-to-face; It's obviously not "one size fits all"*).
- Tone and voice are present with a personal, yet appropriate, presentation of the argument (*I personally think online is a way more effective option due to the evolution of technology, how convenient it has become, and the good and bad of spending time with a friend on the internet*).

Grade 06 Writing Q38112 ARG

Write an argumentative essay about whether it is better to spend time with people online or in person.

Many of us have probably had an online friend that they have talked or played games with, lately it seems that online interaction is more common than the real thing. Although its popular, online interaction isn't natural or healthy, in the end it's way more fulfilling to spend time with people in person. Interactions that are in person highten many important life skills, form family bonds, and while online friendships have their benefits, having a friend in real life is better in the long run. It's alright to have people that you occasionally chat with on a screen but it's more important to spend time with the physical people that are in your life.

First of all, when you have a conversation with your friend or partake in an activity with others, you are enhancing important life skills that are relevant on a day to day basis. Just talking to others helps you improve your social skills and makes you better at conversation, reading emotions, and empathy. In Source two it is mentioned that playing cards with others can teach children about the importance of humility and respect when winning or losing. Spending time with others in person teaches young people valuable qualities that are crucial to forming long lasting relationships and connections. Furthermore, kids struggling with academics often don't spend enough time with people in person and could benefit from human interaction. Playing games and even just talking to peers and family members can help us learn so much, things like studying for tests are often more effective when completed with others. Source two proves this by stating that participating in games with other people can improve kid's mathmatical ability. In person social interaction improves us in incredible ways that online interaction just doesn't.

Secondly, online friendships aren't as resiliant as they are put out as. Most people believe that these friendships are better since distance doesn't matter when you can text or call someone. This does have some truth to it as Source one makes the statement "If Cassie needs advice, her friends from Boston are just a text message away.". However, a friendship is often considered special or important when you can see the person in real life and regularly spend time with them in person. If all you see of a person is a phone number or profile picture, than do you really know them? Source three says "Deep friendship requires an investment of time and energy, and that seems harder now that there are so many shallow, counterfeit versions of friendship that give us the false sense of being connected but lack any depth.". If the only time you see a person is through a screen it's exceedingly difficult to develope a serious and valuable friendship. In truth, in person friendships and interactions are stronger and more concrete than they seem.

Lastly, spending time with the people you love most can only truly be done in person. In a family it is vital that each member dedicates time to one another in order to create strong family bonds. Families that spend in person time with each other know more about the people they love and live with, therefore making them get along and function better. Source two explains that parents can learn more about their children and understand them better through face to face communication. Serious family bonding can only occur when family members spend time together in person. In Source three it is stated that a man named Brad Feld has started a tradition of him and his father spending time together on a weekend long trip of their choice. These trips bring them closer and closer every year and are a big part of their healthy and loving relationship. Quality time together is what many families rely on to operate properly, and it's foolproof.

In conclusion, spending time with others in person is the smartest and healthiest way to live your life. It's benefits included improving both academic and social skills and maintaining proper a family structure. While long distance relationships are easier online, in person relationships are stronger, more valid, and longer lasting. Spending time with someone online may be conveyent, but being with someone in person is irraplacable.

4 – Purpose/Structure – Above grade-level accomplishment demonstrated

- A claim (*it's way more fulfilling to spend time with people in person*) is focused on the task and consistently maintained throughout.
- The organizational structure strengthens the response by skillfully comparing in-person interactions to online interactions as a way to advance the argument (*In person social interaction improves us in incredible ways that online interaction just doesn't*).
- Transitional strategies are varied and connect ideas both externally (*First of all; Secondly; Lastly; In conclusion*) and within paragraphs (*Although; in the end; It's alright...but; Furthermore; This does have some truth to it; However; If all you see; than do you; In truth*), enhancing the progression of the argument. Each body paragraph ends with a wrap-up sentence that gives a sense of completeness before moving on to the next idea.
- An effective introduction lays out the organizational structure of the body paragraphs (*Interactions that are in person highten many important life skills, form family bonds, and while online friendships have their benefits, having a friend in real life is better in the long run*), and a conclusion recaps the structure by comparing the benefits once again (*It's benefits included improving both academic and social skills and maintaining proper a family structure*).

4 – Development – Above grade-level accomplishment demonstrated

- Development of the argument demonstrates a thorough understanding of the topic.
- Effective elaboration is woven throughout with thoughtful extensions on ideas blending seamlessly with source evidence (*In Source two it is mentioned...about the importance of humility and respect when winning or losing. Spending time with others in person teaches young people valuable qualities that are crucial to forming long lasting relationships and connections*), validating the argument.
- Smoothly integrated evidence from multiple sources lends credibility to the argument. Multiple pieces of evidence are applied to each idea, often synthesizing multiple sources to strengthen the argument (*Source two explains that parents can learn more about their children; In Source three it is stated that a man named Brad Feld has started a tradition of him and his father spending time together; Quality time together...it's foolproof*).
- Counterclaims are successfully presented and refuted, which goes beyond grade-level expectations (*lately it seems that online interaction is more common than the real thing. Although its popular, online interaction isn't natural or healthy; Most people believe that these [online] friendships are better since distance doesn't matter...This does have some truth to it...However, a friendship is often considered special or important when you can see the person in real life*).
- Citations are appropriate with numerous references to the sources (*In Source two it is mentioned; Source two proves this by stating; as Source one makes the statement; Source three says; Source two explains; In Source three it is stated*).

4 – Language – Above grade-level accomplishment demonstrated

- Academic vocabulary strengthens the ideas presented (*more fulfilling; highten; benefits; partake; enhancing; resilient; struggling; exceedingly; concrete; valid*).
- Varied sentence structure contributes to the fluidity of ideas smoothly and skillfully, showing the comparison of online versus in person interactions (*However, a friendship is often considered special or important when you can see the person in real life and regularly spend time with them in person. If all you see of a person is a phone number or profile picture, than do you really know them?*).
- A consistent command of standard English conventions communicates the ideas appropriately. A few errors in spelling (*highten; occasionally; winning; develope; irraplacable*) do not deter from the above grade-level command demonstrated.
- A formal, yet realistic, tone and voice authoritatively demonstrate command of the topic and task, consistently enhancing the overall argument (*online friendships aren't as resilient as they are put out as. Most people believe that these friendships are better since distance doesn't matter when you can text or call someone. This does have some truth to it*).