Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | GRADE 6—ARGUMENT WRITING | **Not Yet** | **Starting to** | **Yes** |
| **FOCUS** |  |  |  |
|  | I not only stated a position that could be supported by a variety of trustworthy sources, but also built my argument and led to a conclusion in each part of my text.  | □ | □ | □ |
| **CONTENT** |  |  |  |
| **Elaboration** | I included and arranged a variety of evidence to support my reasons. I used trusted sources and information from authorities on the topic. I explained how my evidence strengthened my argument. I explained exactly which evidence supported which point. I acknowledged different sides to argument. | □□□□ | □□□□ | □□□□ |
| **ORGANIZATION** |  |  |  |
| **Lead****Transitions****Ending** | I arranged paragraphs, reasons and evidence purposefully, leading readers from one claim or reason to another. I wrote more than one paragraph to develop a claim or reason. I wrote an introduction that helped readers to understand and care about the topic or text.I not only clearly stated my claim, but also named the reasons I would develop later. I also told my readers how my text would unfold.I used transitional phrases to help readers understand how the different parts of my piece fit together to support my argument.I wrote a conclusion in which I restated the main points of my essay, perhaps offering a lingering thought or new insight for readers to consider. My ending added to and strengthened the overall argument. | □□□□□ | □□□□□ | □□□□□ |
| **STYLE** |  |  |  |
| **Craft** | I chose words deliberately to be clear and to have an effect on my readers.I included precise phrases, metaphors, analogies, or images that would help to convey my ideas and strengthen my argument. I chose how to present evidence and explained why and how the evidence supported my claim. I used shifts in my tone to help my readers follow my argument; I made my piece sound serious. | □□□□ | □□□□ | □□□□ |
| **CONVENTIONS** |  |  |  |
| **Grammar** | I used taught grammar skills in writing. | □ | □ | □ |
| **Punctuation** | I used punctuation such as dashes, colons, parentheses, and semicolons to help me include or connect extra information in some of my sentences. | □ | □ | □ |
| **Spelling** | I used resources to be sure the words in my writing were spelled correctly, including returning to sources to check spelling. | □ | □ | □ |