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. | □ | □ | □ |