|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Structure | Not Yet | Starting To | Yes! | Approaching  6th Grade | Meeting  6th  Grade |
| Overall | I made a claim or thesis on a topic and supported it with reasons, and provided a variety of evidence for each reason. |  |  |  |  |  |
| Introduction | I wrote an introduction that helped readers to understand and care about the topic and my opinion. I created an engaging question or situation to draw my readers into the real world of my topic. |  |  |  |  |  |
|  | I worked to find the precise words to clearly state my claim and also named the reasons I would develop later. I told my readers how my text would unfold. (a series of 3 \_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.) |  |  |  |  |  |
| Transitions | I used transitional phrases to help readers understand how the different parts of my story fit together to support my argument. |  |  |  |  |  |
| Conclusion | 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. |  |  |  |  |  |
| Organization | I arranged paragraphs, reasons, and evidence purposefully, leading readers from one claim or reason to another. |  |  |  |  |  |
|  | According to my plan I wrote, and rewrote, each section according to an organizational plan shaped partly by the genre of the section. |  |  |  |  |  |
|  | **Development** |  |  |  |  |  |
| Elaboration | I included and arranged a variety of evidence to support my reasons. I put them in order I thought would be most convincing. |  |  |  |  |  |
|  | I included evidence such as facts, examples, quotations, and information to support my claim. I explained exactly which evidence supported which point. |  |  |  |  |  |
|  | I acknowledged different sides to an augment and then used evidence to disprove or negate it. |  |  |  |  |  |
| Craft | I reached for precise phrases, metaphors, analogies, or images that would help to convey my ideas and strengthen my argument. |  |  |  |  |  |
|  | I used my scholarly voice to present evidence and explained why and how the evidence supported my claim. |  |  |  |  |  |
|  | **Language Conventions** |  |  |  |  |  |
| Spelling | I used resources to make sure my words were spelled correctly. I made sure to correctly spell words that were important to my topic. |  |  |  |  |  |
| Punctuation | I used capital letters to begin each sentence and for proper nouns. I used **end marks** and **commas** to set off introductory parts of sentences.I used a variety of punctuation to fix any run-on sentences. I used punctuation to cite my sources. |  |  |  |  |  |