

Persuasive Writing

	Exceeding Standards	Meeting Standards	Approaching Standards	Below Standards
Meaning	-Writer develops a sophisticated thesis statement with focus and commitment that takes them on a journey of thought, where the writer arrives at meaning through the process.	-Writer demonstrates a focus and commitment to the topic. -The thesis is a generalized claim that argues an opinion. (W.1)	-Writer demonstrates some focus and commitment to the topic. -The thesis is a claim.	-The writer shows limited focus and commitment to the topic.
Organization	-There is a clear, yet unique structure. -The piece presents powerful, relevant supports fluidly throughout the entire essay.	-There is a clear structure with all parts (claim/ idea / thesis, introduction, supports, and /or conclusion) are included and separated by paragraphs. (W.1.a, W.1.e) -The claim acknowledges alternate or opposing claims. (W.1.a) -The writer includes (3 or more) logical, relevant supports for idea/thesis. (W.1.b)	-There is a somewhat clear structure: Most parts (idea / thesis, introduction, supports, and /or conclusion) are included and separated by paragraphs. -The piece includes (2) supports for idea/thesis.	-There are not all parts of the structure: At least 2 parts (idea / thesis, introduction, supports, and /or conclusion) are included. -The piece begins to support the idea/thesis.
Craft	Writers' craft choices are not bound by structure.	-Writer effectively uses several craft devices to reach the reader: anecdotes that include IADD (Inner voice, action, description, dialogue), metaphor or simile, symbolism / images, flashback, reflection, allusion -Writer establishes and maintains a formal style. (W.1.d)	-Writer uses some craft devices to reach the reader: anecdotes that include IADD, metaphor or simile, symbolism / images, flashback, reflection, allusion -Writer attempts to use a formal style.	-Writer uses limited craft devices to reach the reader.
Details/ Elaboration	-Support information is skillfully used, such as relevant, text-based facts, definitions, explanations, quotations, etc. -Writer uses specific details and expands on sentences to fully explain the elements of the essay.	-Support information is included, such as relevant, text-based facts, definitions, explanations, quotations, etc. (W.1.b) -Specific details, such as nouns, adjectives, are used to describe important points. -The writer uses words, phrases, and clauses to create cohesion and clarify relationships among claims, reasons, and evidence. (W.1.c) -Writer expands on the idea with multiple sentences.	-Some support information is included, such as facts, definitions, explanations, quotations, etc. -Writer expands on the idea minimally using some details, such as proper nouns or some adjectives.	Details are limited or irrelevant.
Process	-Appropriate time and effort was taken during the rehearsal, generating, planning and revising stages to complete this published / finished piece. -Writer generated numerous ideas, drafts, revisions to heighten the piece.	-Appropriate time and effort was taken during the rehearsal, generating, planning and revising stages to complete this published / finished piece.	-Some time and effort was taken during the rehearsal, generating, planning and revising stages to complete this published / finished piece.	-Little time and effort was taken during the rehearsal, generating, planning and revising stages to complete this published / finished piece.
Conventions	Grade Level Grammar Expectations:	Grade Level Grammar Expectations:	Grade Level Grammar Expectations:	Grade Level Grammar Expectations: