



## Language Arts: Writer’s Craft: Opinion/Persuasive/Argumentative

**Competency:** Students will write to communicate their own ideas for a variety of authentic (real-world) tasks, purposes, and audiences.

### Grade Level Competency: Kindergarten

Writers will be able to produce persuasive pieces introducing and supporting a claim with opinions and facts, using intentional structure and crafting of language, incorporating academic/content vocabulary when appropriate.

Criteria	Extending	Proficient	In Progress	Beginning
<b>Focus/Development</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can write a thesis statement.	I can write my opinion.	I can choose a topic.
		I can provide some reasons that support my opinion.	I can provide limited details about my opinion in my writing.	I can list limited details or words related to my topic.
<b>Structure/Organization</b>		I can organize my writing and attempt to use transitions so that the information makes sense to my audience.	I can begin to organize my writing using a structure that makes sense to me but may cause confusion for my audience.	I can organize some of the information and/or ideas through writing basic words, symbols, and/or drawings.
<b>Language Use</b>		I can use precise vocabulary related to the topic.	I can use general vocabulary related to the topic.	I can use basic vocabulary directly or indirectly related to the topic.

### MDE grade level benchmarks embedded explicitly in the rubric

#### Kindergarten

0.6.1.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...)



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### Grade Level Competency: Grades 1-2

Writers will be able to produce persuasive pieces introducing and supporting a claim with opinions and facts, using intentional structure and crafting of language, incorporating academic/content vocabulary when appropriate.

Criteria	Extending	Proficient	In Progress	Beginning
<b>Focus/Development</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can write a thesis statement.  I can provide some reasons that support my opinion. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can write my opinion.  I can provide limited details about my opinion in my writing.  <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can choose a topic.  I can list limited details or words related to my topic.  <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2
<b>Structure/Organization</b>		I can organize my writing and attempt to use transitions so that the information makes sense to my audience.	I can begin to organize my writing using a structure that makes sense to me but may cause confusion for my audience.	I can organize some of the information and/or ideas through writing basic words, symbols, and/or drawings.
<b>Language Use</b>		I can use precise vocabulary related to the topic.  <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can use general vocabulary related to the topic.  <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can use basic vocabulary directly or indirectly related to the topic.  <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2



## Language Arts: Writer’s Craft: Opinion/Persuasive/Argumentative

**Competency:** Students will write to communicate their own ideas for a variety of authentic (real-world) tasks, purposes, and audiences.

Grade Level Competency: Grades 3-4				
Writers will be able to produce persuasive pieces introducing and supporting a claim with opinions and facts, using intentional structure and crafting of language, incorporating academic/content vocabulary when appropriate.				
Criteria	Extending	Proficient	In Progress	Beginning
<b>Focus/Development</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can maintain a thesis or claim through most of my writing and attempt to persuade my audience  I can use some details and/or evidence so that the audience understands my point of view. <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	I can write a thesis statement.  I can provide limited details and evidence to support my claim. My details and evidence may just repeat my claim.  <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	I can write about an opinion and provide limited details and evidence to support my opinion.  <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4
<b>Structure/Organization</b>		I can organize my writing using an effective structure and transitions for my purpose.  <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	I can write some of my work in an organized manner and attempt to use transitions.  <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	I attempt to use some organization in my writing.  <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4
<b>Language Use</b>		I can use precise vocabulary related to my purpose and enhance my writing.  <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	I can use general vocabulary related to the topic.  <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	I can use basic vocabulary that may or may not be related to the topic.  <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4



## Language Arts: Writer's Craft: Opinion/Persuasive/Argumentative

**Competency:** Students will write to communicate their own ideas for a variety of authentic (real-world) tasks, purposes, and audiences.

### Grade Level Competency: Grades 5-6:

Writers will be able to produce arguments to support claims with clear reasons and relevant evidence, using conscious organization and crafting of language, being sure to acknowledge a counter argument.

Criteria	Extending	Proficient	In Progress	Beginning
<b>Focus/Development</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	<p>I can maintain a thesis or claim throughout the entire piece to persuade my audience.</p> <p>I can use specific details and/or evidence that support the claim. I can elaborate on the evidence to restate my claim.</p> <p>I can acknowledge the opposing claim if appropriate to the topic.</p> <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	<p>I can maintain a thesis or claim through most of my writing.</p> <p>I can use some details and/or evidence so that the audience has some understanding of the topic.</p> <p>I may acknowledge the opposing claim.</p> <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	<p>I can write a thesis statement.</p> <p>I can provide limited details and evidence to support my claim. My details and evidence may just repeat my claim.</p> <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6
<b>Structure/Organization</b>		<p>I can organize my writing using a specific structure for my purpose.</p> <p>I can use a variety of transitions and features so that the audience can make sense of my work.</p> <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	<p>I can organize my writing using an effective structure.</p> <p>I can attempt to use transitions and features to organize my work, but I may not make choices that help my audience make sense of my work.</p> <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	<p>I can attempt to use some organizational structures and features in my writing.</p> <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6

<b>Language Use</b>		I can choose and use a variety of words and phrasing to enhance my writing.  <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I use either teacher provided terminology or non-specific words and simple phrases in my writing.  <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I use words or phrases that may not make sense or may distract from my writing.  <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6
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## Language Arts: Writer’s Craft: Opinion/Persuasive/Argumentative

**Competency:** Students will write to communicate their own ideas for a variety of authentic (real-world) tasks, purposes, and audiences.

### Grade Level Competency: Grades 7-8

Writers will be able to produce arguments to support claims with clear reasons and relevant evidence, using conscious organization and crafting of language, being sure to acknowledge a counter argument.

Criteria	Extending	Proficient	In Progress	Beginning
<b>Focus/Development</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	<p>I can maintain a thesis or claim throughout the entire piece.</p> <p>I can use specific details from credible and appropriate sources and/or evidence that clearly support the claim. I can elaborate on the evidence to provide a deeper understanding for the audience.</p> <p>I can acknowledge and refute the opposing claim in a logical manner if appropriate.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can maintain a thesis or claim through most of my writing.</p> <p>I can use some details and evidence to support the claim. I can provide some elaboration of the evidence so that the audience understands at least part of my work.</p> <p>I can acknowledge the opposing claim if appropriate.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can write a thesis statement.</p> <p>I can provide limited details and evidence to support my claim. My elaboration of my evidence often simply repeats my claim.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>

<p><b>Structure/Organization</b></p>		<p>I can develop a structure that best fits my purpose.</p> <p>I can use transitions and organizational features so that the audience can build a deeper understanding.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can organize my work using a specific structure for my purpose.</p> <p>I can use transitions and organizational features so that the audience can make sense of my work.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can write some of my work in an organized manner.</p> <p>I attempt to use transitions and organizational features in my work, but I may not make choices that help my audience make sense of my work.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>
<p><b>Language Use</b></p>		<p>I can use precise and varied word choices and carefully chosen phrasing and/or sentence structure that enhances my writing.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can use a variety of specific words and phrasing in my writing.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I use only teacher provided terminology or non-specific words and simple phrases in my writing.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>



## Language Arts: Writer’s Craft: Opinion/Persuasive/Argumentative

**Competency:** Students will write to communicate their own ideas for a variety of authentic (real-world) tasks, purposes, and audiences.

### Grade Level Competency: Grades 9-10

Writers will be able to produce arguments to support claims in an analysis of authentic topics, using valid reasoning and relevant and sufficient evidence with conscious organization and crafting of language, and when appropriate, present and refute alternative arguments.

Criteria	Extending	Proficient	In Progress	Beginning
<b>Focus/Development</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	<p>I can write with a clear purpose and focus that is consistently maintained in order to persuade a target audience.</p> <p>I can use credible, appropriate and specific reasons and types of evidence. I can explicitly justify the evidence I’ve chosen.</p> <p>Where appropriate, I can address specific reasons/evidence for a counter argument and clearly refute them by explaining why they are wrong, irrelevant, or not as important.</p>	<p>I can write with a clear purpose and focus that is intermittently maintained in order to persuade a target audience.</p> <p>I can support my perspective with relevant reasons and evidence. I can write explanations that may be vague, partial, or have implied connections to the focus of the piece.</p> <p>Where appropriate, I can address a general counter argument, and I may refute it .</p>	<p>I can write in a way that attempts to meet the purpose. I may lose focus by contradicting myself or lack the development to show that I can consistently maintain the focus.</p> <p>I can use general reasons and/or evidence, but it may be difficult for others to determine their relevance. I may offer some explanation, but there may be redundancy, a loss of focus, or misunderstandings.</p> <p>Where appropriate, I show an awareness of a counter argument.</p>



<b>Structure/Organization</b>		I can develop a structure with features typical of argumentative text at the sentence, paragraph, and whole-piece level with a logical, cohesive progression of ideas.	I can use some structural features typical of argumentative text with a logical progression of ideas.	I can use some basic structural features typical of argumentative text (e.g., a clear beginning, middle, and end).
<b>Language Use</b>		I can craft language by using effective word choices and rhetorical devices to persuade the audience.	I can craft language by using appropriate word choices, and I can attempt to use devices to persuade the audience.	I can use appropriate words to persuade the audience.



## Language Arts: Writer’s Craft: Opinion/Persuasive/Argumentative

**Competency:** Students will write to communicate their own ideas for a variety of authentic (real-world) tasks, purposes, and audiences.

### Grade Level Competency: Grades 11-12

Writers will be able to produce arguments to support claims in an analysis of authentic topics, using valid reasoning and relevant and sufficient evidence with conscious organization and crafting of language, and when appropriate, present and refute alternative arguments.

Criteria	Extending	Proficient	In Progress	Beginning
<b>Focus/Development</b>	<p>A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.</p>	<p>I can write with a clear purpose and distinct focus that is consistently maintained in order to persuade a target audience.</p> <p>I can use a range of credible, appropriate and specific reasons and types of evidence. I can explicitly justify the evidence I’ve chosen.</p> <p>Where appropriate, I can address specific reasons/evidence for a counter argument and clearly refute them by explaining why they are wrong, irrelevant, or not as important.</p>	<p>I can write with a clear purpose and distinct focus that is intermittently maintained in order to persuade a target audience.</p> <p>I can support my perspective with relevant and specific reasons and evidence. I can write explanations that may be vague, partial, or have implied connections to the focus of the piece.</p> <p>Where appropriate, I can address a general counter argument, and I may refute it by explaining why it is wrong, irrelevant, or not as important.</p>	<p>I can write in a way that at least partially meets the purpose. I may lose focus by contradicting myself or lack the development to show that I can consistently maintain the focus.</p> <p>I can use general reasons and/or evidence, but it may be difficult for others to determine their relevance. I may offer some explanation, but there may be redundancy, a loss of focus, or misunderstandings.</p> <p>Where appropriate, I show an awareness of a counter argument.</p>

<b>Structure/Organization</b>		I can effectively use a range of structural features typical of argumentative text at the sentence, paragraph, and whole-piece level with a logical, cohesive progression of ideas.	I can effectively use structural features typical of argumentative text with a logical, cohesive progression of ideas.	I can use some structural features typical of argumentative text with a logical progression of ideas.
<b>Language Use</b>		I can craft language by using effective, varied, and sophisticated word choices (diction) and rhetorical devices to support meaning and persuade the audience.	I can craft language by using effective word choices and rhetorical devices to persuade the audience.	I can craft language by using appropriate word choices and I can attempt to use devices to persuade the audience.