

DON'T FORGET!!

1. **USE Transitions.** Transition words and phrases improve the connections between thoughts and help your essay read more smoothly. They allow the reader to easily flow from one point to the next making your writing sound more mature. Here are some suggestions on how to effectively use transition words:

To introduce **REASONS** use words like:

first of all, to begin with, in the first place, also, as well as, besides, in addition, likewise, similarly later on, meanwhile, while, earlier, later, afterward, with this in mind, furthermore, likewise,

To connect **REASONS** to **EVIDENCE** use words like:

for example, for instance, illustrated with, as an example, in this case

To begin a **CONCLUSION** use words like:

after all, all in all, in conclusion, in short, in summary, to sum up, to summarize, finally

HOW WILL I BE GRADED?

6	<p>The "6" response very effectively communicates the writer's message-</p> <ul style="list-style-type: none"> Establishes & maintains an <u>insightful central idea</u>. Demonstrates a <u>thorough understanding of the purpose & audience</u>. <u>Develops ideas fully</u> & artfully with a <u>wide variety of details</u>. Demonstrates a logical, cohesive <u>organizational structure and sequence</u> with an <u>effective use of transitions</u>. Provides precise <u>descriptive language use</u>, a defined voice, and well-structured and varied sentence types. Contains <u>little or no errors</u> in paragraphing, grammar and usage, punctuation, spelling, and mechanics.
5	<p>The "5" response strongly communicates the writer's message-</p> <ul style="list-style-type: none"> Establishes and maintains a <u>clear central idea</u> and demonstrates a <u>basic understanding of the purpose & audience</u>. Develops ideas fully and clearly with <u>extensive detail</u>. Demonstrates a <u>logical organizational structure and sequence</u> with <u>consistent use of transitions</u>. Provides <u>precise language use</u>, appropriate word choice, some evidence of voice, and well-structured sentences Contains <u>few errors</u> in paragraphing, grammar and usage, punctuation, spelling, and mechanics.
4	<p>The "4" response adequately communicates the writer's message-</p> <ul style="list-style-type: none"> establishes a <u>central idea</u> and demonstrates <u>some understanding of the purpose and audience</u>. develops ideas adequately using <u>sufficient appropriate details</u>. demonstrates a <u>appropriate organizational structure and sequence</u>, however, may <u>lack transitions or be inconsistent</u>. provides <u>appropriate language use</u>, word choice, control of voice, and essentially correct sentences with some variety. contains <u>occasional errors</u> in paragraphing, grammar and usage, punctuation, spelling, and mechanics, but the errors do not make comprehension difficult.
3	<p>The "3" response partially communicates the writer's message-</p> <ul style="list-style-type: none"> establishes a <u>central idea</u> but demonstrates little understanding of the purpose and audience. develops ideas <u>briefly and inconsistently</u>. demonstrates an <u>attempt at an organizational structure and sequence</u>, but <u>lacks transitions</u>, and may not be unified or consistent throughout. contains <u>simple language use</u>, word choice, an awareness of voice, relies on simple sentences. <u>contains errors</u> in paragraphing, grammar and usage, punctuation, spelling, and mechanics.
2	<p>The "2" response is limited in communication of the writer's message-</p> <ul style="list-style-type: none"> <u>suggests a central idea</u> but demonstrates <u>minimal understanding of the purpose and audience</u> develops ideas incompletely or inadequately using <u>few if any, details and/or examples</u>. suggests but does not maintain a <u>basic organizational structure and sequence</u>. contains <u>unclear or inappropriate language usage</u>, word choice, and few, if any sentence types <u>serious errors</u> in paragraphing, grammar & usage, punctuation, spelling, & mechanics that make reading difficult
1	<p>The "1" response adequately communicates the writer's message-</p> <ul style="list-style-type: none"> <u>fails to establish a central idea</u> or show understanding of the purpose and audience <u>fails to support ideas with details and/or examples</u>. shows <u>no evidence of a unified structure</u>, no <u>transitional devices</u>. demonstrates unclear or incoherent language use and <u>major errors</u> in sentence structure, word choice and usage.

Writing an Argumentative Essay

W 7.1 I can write a claim and support it with reasons and evidence.

- i. I can write a claim and recognize opposing views to my claim.
- ii. I can logically organize reasons and evidence that support a claim.
- iii. I can support my claim by using logical reasons and relevant evidence.
- iv. I can support my claim with accurate sources of information.
- v. I can use words, phrases, and clauses to clearly show how claim, reasons, and evidence fit together.
- vi. I can use formal words and language to write about an issue or topic.
- vii. I can end my writing with a concluding statement that backs up the claim in my argument.

Introduction/ Background Information/	<hr/> <hr/> <hr/> <hr/> <hr/>
Opinion/ Claim	<hr/> <hr/> <hr/> <hr/> <hr/>
Reason 1	(Transition) <hr/> <hr/> <hr/> <hr/> <hr/>
Evidence 1	(Transition) <hr/> <hr/> <hr/> <hr/> <hr/>
Reason 2	(Transition) <hr/> <hr/> <hr/> <hr/> <hr/>
Evidence 2	(Transition) <hr/> <hr/> <hr/> <hr/> <hr/>
Reason 3	(Transition) <hr/> <hr/> <hr/> <hr/> <hr/>
Evidence 3	(Transition) <hr/> <hr/> <hr/> <hr/> <hr/>
Conclusion (Restate Opinion)	(Transition) <hr/> <hr/> <hr/> <hr/> <hr/>