Should summer vacation be shorter? Choose a position and write at least one paragraph that answers this question. Remember to cite evidence from the text(s).

| I think Kids Symmer bracks<br>Should not be shorterifor  |              |
|--|--------------|
| Several reasons First symmer<br>Programs can half with a childs                                | 9            |
| Rayationa A ((OVd ing to<br>Exec. Director of<br>Marrellan (Offer) Symmer                      | DBOSH<br>NET |
| programs delliver / high-orally, high-impact Bymner 7 12 airling need the break. It gives them |              |
| on trips, and Enjoy towity   |              |
| + IM2. 9150, + 2d(h215 4/2   |              |
| Let's Sat there's a teacher  |              |
| who has to 121 with ))   |              |

Kinder I woong IV day, No. it they had to do this all marine Symmer long, too! that Would just Quit. And then district 4052 Hi want to 1050 +2464515. 709 M AT 491 2 health of the symmer SIIde & Research has Shown your argument this affects only poor and ELL Stydents behefited. On a I told Or about Aco Do Propiz That's Want of the reasons
That's War Fids Should have fally ymmer bredt.

| Name | Sam | ue |  |
|------|-----|----|--|
|      |     |    |  |

## 6-7 Grade Persuasive Writing Rubric

| Criteria              | 4                        | 3                               | 2                               | 1  |
|-----------------------|--------------------------|---------------------------------|---------------------------------|--|
| Organization, Style,  | -organization is clear   | -organization is clear and      | -some evidence of               | -there is little evidence of   |
| and Coherence: the    | and skillfully uses      | appropriate transitions         | organization is present and     | organization   |
| degree the essay      | varied and               | are used to enhance             | the use of transitions is       | -transitions are absent  |
| demonstrates          | appropriate              | meaning and flow                | inconsistent                    | essay does not have a formal   |
| organization and      | transitions to enhance   | -uses a formal style and        | -does not maintain formal       | style  |
| style appropriate for | meaning and flow         | voice is clear Summy            | style (you, me, I)              | -there is no domain-specific   |
| audience, task, and   | -uses a formal style     | -domain-specific                | -domain-specific vocabulary     | language and other language is   |
| purpose in a          | and voice is clear and   | vocabulary and grade            | and grade level vocabulary is   | not grade level appropriate  |
| coherent and clear    | strong                   | level vocabulary is used        | inconsistent                    | -conclusion does not support or  |
| manner.               | - domain-specific        | -conclusion supports the        | -conclusion generally supports  | is related to claim  |
|                       | vocabulary and grade     | claim of the essay              | claim                           |  |
| 9                     | level language is used   | as to the                       | A P                             | *  |
|                       | in a sophisticated and   | Make sure Ha<br>dumain specific | t you define                    |  |
|                       | purposeful manner        |                                 |                                 |  |
|                       | -conclusion is clear     | aumain specitio                 | vecabalary.                     | ,  |
|                       | and compelling and       | · ·                             | (                               |  |
|                       | supports the claim of    |                                 |                                 |  |
|                       | the essay                | /                               |                                 |  |
| Content and           | -claim is clearly stated | -claim is clearly stated for    | -claim generally addresses task | -claim does not address task   |
| Analysis: the degree  | in a compelling          | task and purpose                | and purpose                     | and purpose  |
| the essay             | manner for task and      | -analysis is grade              | -analysis is literal            | -analysis is absent  |
| demonstrates          | purpose                  | appropriate                     | -                               | The same of the sa |
| complex               | -analysis is in-depth    |                                 |                                 |  |
| information clearly   | and insightful           |                                 |                                 |  |
| and supports claims   |                          |                                 |                                 |  |
| with in-depth         |                          |                                 |                                 |  |
| analysis.             |                          |                                 |                                 |  |

| Command of Evidence: the degree the essay cites evidence from provided text(s) to support claims and analysis.      | -the most relevant<br>facts, quotes,<br>examples, or other<br>information is chosen<br>from text(s) that best<br>supports claim<br>-uses a variety of<br>relevant evidence | -relevant facts, quotes,<br>examples, or other<br>information is chosen<br>from text(s) to support<br>claim<br>-evidence is relevant but<br>lacks variety | -there are relevant and irrelevant uses of text evidence that partially supports the claim  No textual evidence of text evidence and the claim of th | -does not use evidence that supports claim  |
|---|--|---|--|---|
| Conventions: the degree the essay exhibits command of standard English grammar, including punctuation and spelling. | -demonstrates grade<br>appropriate command<br>of conventions with<br>very few errors   | -demonstrates grade<br>appropriate command of<br>conventions with some<br>errors that do not hinder<br>comprehension                                      | -demonstrates a developing command of grade appropriate conventions with some errors that may interfere with comprehension   | -demonstrates a lack of grade level conventions with many errors that hinder comprehension. |

Name  $\frac{Shmy21}{Date}$   $\frac{Llff2100}{l2fortx1 = $0.00 Dy2}$ 

Pick two of the following areas that you are going to work on for our next essay.

establish and maintain formal language

(No I, you, me, we)

define and explain domain-specific words

(What does summer slide mean?)

quote and cite Textual Evidence \_\_\_\_\_use the best possible evidence from a text

\_\_\_\_\_use a variety of transitions \_\_\_\_\_include a counterclaim and debunk it

\_\_\_\_other\_\_\_\_

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