

**GPS ELA WRITING: PERSUASIVE GENRE**

<p>ELAKW2</p> <p><b>The student produces a persuasive piece of writing that:</b></p>	<p>ELA1W2</p> <p><b>The student produces a persuasive piece of writing that:</b></p>	<p>ELA2W2</p> <p><b>The student produces a persuasive piece of writing that</b></p>	<p>ELA3W2</p> <p><b>The student produces a persuasive piece of writing that:</b></p>	<p>ELA4W2*</p> <p><b>The student produces a persuasive piece that:</b></p>	<p>ELA5W2*</p> <p><b>The student produces a persuasive piece that:</b></p>
<p><b>a.</b> States an opinion.  <b>b.</b> May use words, illustrations, or graphics to support an opinion.  <b>c.</b> Begins to use formats appropriate to the genre (letter, poster).  <b>d.</b> May include describing words.  <b>e.</b> Prewrites orally or written to generate ideas (graphic organizers and pictures).  <b>f.</b> May include a draft developed from prewriting.  <b>g.</b> May include a sense of closure.</p>	<p><b>a.</b> Captures a reader’s interest by stating a position/opinion.  <b>b.</b> Begins to maintain a focus.  <b>c.</b> Adds details to support an opinion.  <b>d.</b> Begins to use formats appropriate to the genre (letter, list of reasons, poster).  <b>e.</b> May have a sense of closure.  <b>f.</b> May include oral or written prewriting (graphic organizer).  <b>g.</b> May include a draft that is revised and edited.  <b>h.</b> May be published.</p>	<p><b>a.</b> Captures a reader’s interest by stating a clear position/opinion.  <b>b.</b> Begins to sustain a focus.  <b>c.</b> Includes the appropriate purpose, expectations, and length for audience and the genre.  <b>d.</b> Adds supportive details throughout.  <b>e.</b> Uses appropriate formats (letter, list of pros and cons, advertisement).  <b>f.</b> Develops a sense of closure.  <b>g.</b> May include prewriting.  <b>h.</b> May include a revised and edited draft.  <b>i.</b> May be published.</p>	<p><b>a.</b> Captures a reader’s interest by stating a clear position/opinion and developing a point of view.  <b>b.</b> Sustains a focus.  <b>c.</b> Includes the appropriate purpose, expectations, and length for audience and the genre.  <b>d.</b> Adds supportive details throughout the paper that may include relevant examples, facts, and anecdotes.  <b>e.</b> Uses appropriate organizational structures to ensure coherence (introduction, body, conclusion) and appropriate formats (speech, brochure, advertisement, movie and book reviews).  <b>f.</b> Provides a sense of closure.  <b>g.</b> May include prewriting.  <b>h.</b> May include a revised and edited draft.  <b>i.</b> May be published.</p>	<p><b>a.</b> Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.  <b>b.</b> States a clear position.  <b>c.</b> Supports a position with relevant evidence.  <b>d.</b> Excludes extraneous details and inappropriate information.  <b>e.</b> Creates an organizing structure appropriate to a specific purpose, audience, and context.  <b>f.</b> Provides a sense of closure to the writing.</p>	<p><b>a.</b> Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.  <b>b.</b> States a clear position in support of a proposal.  <b>c.</b> Supports a position with relevant evidence.  <b>d.</b> Creates an organizing structure appropriate to a specific purpose, audience, and context.  <b>e.</b> Addresses reader concerns.  <b>f.</b> Excludes extraneous details and inappropriate information.  <b>g.</b> Provides a sense of closure to the writing.  <b>h.</b> Raises the level of language using appropriate strategies (word choice).</p>