<table>
<thead>
<tr>
<th>Lesson Name</th>
<th>Let Me Persuade You!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade/Timeline</strong></td>
<td>Grade 6 – End of Year</td>
</tr>
</tbody>
</table>
| **Expectations** | Demonstrates knowledge and understanding of the text form, genre and format  
Generates ideas that are connected and is able to support ideas with details and reasons (e.g., supports main ideas with relevant information)  
Demonstrates critical and creative thinking processes to enhance writing (e.g., understands/writes from a perspective, writes with imagination)  
Expresses and organizes ideas in opinion form (e.g., logical organization)  
Communicates for audience (principal) and purpose (to persuade principal about school uniform) (e.g., style, voice, tone)  
Uses conventions (e.g., grammar, spelling, punctuation) and appropriate vocabulary (e.g., persuasive language, descriptive words, action verbs)  
Transfers knowledge and skills (e.g., concept of the effects of wearing or not wearing school uniforms) to the writing task  
Demonstrates an ability to make connections among topic (school uniforms), personal experiences, and life situations to enhance writing (e.g., connecting personal knowledge and/or world experiences to school uniforms) |
| **Catholic Graduate Expectations** | CGE 2c  An effective communicator who presents information and ideas clearly and honestly and with sensitivity to others  
CGE 3c  A reflective, creative and holistic thinker who thinks reflectively and creatively to evaluate situations and solve problems  
CGE 4e  Sets appropriate goals and priorities in school, work and personal life  
CGE 4g  Examines and reflects on one’s personal values, abilities, and aspirations influencing life’s choices and opportunities |
| **Achievement Categories** | Knowledge and Understanding  
Thinking  
Communication  
Application |
<p>| <strong>Text Form</strong> | Opinion Writing – Persuasive/Exposition |</p>
<table>
<thead>
<tr>
<th><strong>Genre</strong></th>
<th>Information Piece</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format</strong></td>
<td>Letter</td>
</tr>
<tr>
<td><strong>Lesson Prompt</strong></td>
<td>The final task for the lessons will ask students their opinion regarding the topic of homework. Students will be asked to consider the audience and the arguments that will support their “for” or “against” opinion.</td>
</tr>
</tbody>
</table>
| **Materials/Resources** | Appendix A: Sample Anchor Charts  
Appendix B: Photo of Strategy Flags  
Appendix C: Chart Sample  
Appendix D: Modified Chart  
Appendix E: Persuasive Visual Prompts  
Appendix F: Planning Template  
Modified OWA Rubric  
Chart Paper / Markers  
Various Mentor Texts  
Should There Be Zoos? by Tony Stead  
ELMO  
Strategy Flags  
Sticky Notes  
Writing Tools  
Highlighters  
Writing Paper / Writer’s Notebook |
| **Assessment Task** | Students will be asked to independently write a letter to their teacher, persuading him/her to assign less or no homework for the remainder of the school year. |
| **Differentiation** | Small group instruction  
Assistive technology  
Scribing  
Teacher scaffolding as required |
| **Suggested Graphic Organizers** | Template: Planning a Persuasive Letter |
| **Suggested Anchor Charts** | Anchor Chart: Characteristics of Persuasive Writing  
Anchor Chart: Use of Persuasive Strategies (Appendix C) |
| **Cross Curricular Connections** | Science  
Social Studies |
<table>
<thead>
<tr>
<th>Day/Time</th>
<th>Gradual Release</th>
<th>Lesson</th>
</tr>
</thead>
</table>
| Day 1 40 – 60 Min. block | Teacher Modelled – Read-Aloud | **Teacher Prompt:** “The teacher will lead an opening discussion about persuasion, using the following questions:  
1) What does it mean to “persuade” someone?  
2) How do you persuade or convince someone to do what you would like to do?  
3) What strategies do you use to persuade someone?  
4) What language / words do you hear when someone is being persuasive?”  
The teacher will record the students’ ideas on chart paper, and will create an anchor chart to capture their ideas. (Please see Appendix A for sample anchor charts on persuasive writing.) The teacher will now share a mentor text with the students. Prior to reading the text, ask the students to be listening for various persuasive strategies and convincing language in the book. Here are a few suggestions for mentor texts for persuasive writing:  
1) *Have I Got a Book for You!* by Melanie Watt  
2) *Should There be Zoos?* by Tony Stead  
3) *I Wanna Iguana* by Karen Kaufman Orloff  
4) *Hey Little Ant* by Phillip M. Hoose  
5) *My Brother Dan’s Delicious* by Steven L. Layne  
6) *Earrings* by Judith Viorst  
**Student Talk:** The students are sharing their ideas with the teacher. Once the mentor text is shared, the students will be asked to turn to their elbow partner and share the persuasive strategies / language that the author in the book used. In the large group, the students will share their new ideas with the teacher so they can be recorded on the anchor chart.  
**Resources:**  
Appendix A: Sample Anchor Charts  
Various mentor texts  
Chart Paper / Markers |
| Day 2 40 – 60 Min. block | Shared Practice | **Teacher Prompt:** The teacher will review the persuasive strategies encountered yesterday. We are going to review |
| Day 3  
| 40 – 60 Min. block | the characteristics of Persuasive Writing. (See Appendix A) At this time the teacher will share the anchor chart outlining the characteristics of persuasive text. *Should There be Zoos?* by Tony Stead is a great book to use for the remainder of the unit. It is available in big book, or can be projected using the ELMO.  

The teacher will lead the students through a Shared Reading of two sections of the book – a “for” and “against” viewpoint. While the reading is taking place, the students will be asked to listen for persuasive writing strategies while they read along with the teacher. The teacher will stop at planned points for discussion and collaboration with their elbow partner.  

**Student Talk:** The students will be reading with the teacher, while they search for persuasive strategies and convincing language. They will also have talk time to share what they have noticed. They will have an opportunity to add to the anchor chart from the previous day.  

**Resources:**  
Appendix A: Sample Anchor Charts  
*Should There be Zoos?* by Tony Stead (or a similar mentor text)  
Chart paper / Markers  
Elmo  

| Teacher Prompt: The teacher will be reviewing how an author uses 4 strategies to persuade the audience to support a specific viewpoint. These four strategies are: research/facts, numbers, famous quotes or people and tugging on your heartstrings. The teacher will lead the students through a second shared reading of the same two sections of the chosen text. Each student will be given 2 flags, each containing the symbol of 2 strategies. (See Appendix B for a photo of the flags.) This time the students are to listen for those 4 strategies within the text. When they notice the author’s use of one of the strategies, they are to hold the flag that represents that strategy. Again the teacher will stop at planned points for discussion with the students. Each time a strategy is found, the teacher will add the example on a chart showing the 4 strategies. (See Appendix C for chart sample.)  

**Student Talk:** The students are using the flags to show understanding of each of the strategies, sharing their conclusions and using specific text examples within the reading. |
### Day 4
**40 – 60 Min. block**

**Guided Practice**

**Teacher Prompt:** The class will be taking a closer look at persuasive writing texts. In guided reading groups, the students will be reading a persuasive text. (Teacher should choose texts that are both rich in persuasive strategies and language, and at the students’ reading level. For example, there are many texts listed in the Grade 6 Moving Up with Literacy Place Reading Series.) Using sticky notes, they will be asked to find where the author has used the 4 strategies. 
In their guided reading group, the students will be given a small version of the anchor chart used yesterday, to fill in their observations while reading. (See Appendix D for modified charts for the students.)

**Follow-Up:** Students will regroup as a whole class and will be asked to share how the author of their text used the strategies to convince them as a reader. Teacher will prompt further discussion by asking:
1) How do the strategies help you to understand the message that the author is sharing?

**Resources:** Sticky notes / Writing Tools
Small version of anchor chart
Anchor Charts from previous lessons
Related articles at specified reading levels

### Day 5
**40 – 60 Min. block**

**Teacher Modelled**

**Teacher Prompt:** It is time to model the writing process for writing a persuasive letter. The teacher can now share the rubric for OWA Task 3, which should be modified to meet the current task and prompt. If the class has been reading Should There be Zoos?, the teacher may decide to lead the students through the process by writing their own for or against viewpoint for petting zoos at the local fair or carnivals. If not, then the teacher can choose a prompt that would be suitable for their students. First, the teacher should review the organization of a letter (letter format includes: courteous and professional form, introduction to the intended audience, body of letter, and closing statement), and who the intended audience will be. Secondly, the teacher needs to show how to plan a persuasive letter. (See Appendix F for a template to support this process.) The teacher should place the 4 visual strategy prompts on the side of the board while writing. (See

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**Resources:**
- Mentor Text
- Strategy Flags (electronic version provided)
- Chart Paper / Markers
- ELMO
- Appendix B
- Chart from Appendix C
| Day 6 40 – 60 Min. block | Shared Practice | Teacher Prompt: Today the students will be asked to revisit the persuasive letter written yesterday. While the letter is read together, the students will be asked to highlight each of the components of letter writing that we discussed yesterday.  
Clarification of the issue – highlight in yellow  
Opinion about the issue – highlight in blue  
Reasons that support the point of view – highlight in green  
Summary of opinion to conclude – highlight in pink  
The teacher may choose to continue using the visual prompts to showcase the use of the persuasive strategies at this time, instead of highlighting.  
Follow-Up: The teacher will work with the students to write a persuasive letter. The teacher and students will first discuss and then collaborate to compose a persuasive letter. The following prompt can be considered: Should school classrooms be permitted to have class pets? Why or why not? Write a persuasive letter to the principal stating your argument “for” or “against” permitting class pets. Following the writing process, the teacher will guide the students to highlight the components of opinion text in the new shared writing piece. This can be done using highlighters or the visuals. The teacher will also refer to the rubric at this time. During this lesson, the teacher is assessing students’ needs and progress.  
Resources:  
Highlighters / Visual Prompts  
Chart paper / Blackboard or whiteboard / Overhead  
OWA Grade 6 Writing Rubric 3 - modified to meet the current task and prompt |
<p>|  |  | Day 7 / 8 | Guided | Teacher Prompt: Today the students will have the |</p>
<table>
<thead>
<tr>
<th>20 - 30 Min. block</th>
<th>Practice</th>
</tr>
</thead>
</table>
| Each group will be asked to write a persuasive letter using the strategies that have been practiced together. (Based on current student needs at this point and time, the teacher can choose an appropriate prompt for each group. The teacher guides, supports and gives feedback to students in the group. The teacher also makes ongoing observations and assesses students’ progress.) Each student should have a copy of the rubric, to assess their own progress when writing.  

**Student Talk:** Students are assigned their groups based on need and ability. They progress through the assigned task, referring to the rubric as they write.  

**Follow-up:** Students can be asked to highlight the persuasive strategies they used when writing, or they may use the visual prompts for support. They need to also refer to the rubric at this time. Teacher can collect these writing samples for further evaluation. Teacher will need to meet with students that are still struggling with the expectations.  

**Resources:**  
Writing Paper / Notebook and Tools  
OWA Grade 6 Writing Rubric 3 - modified to meet the current task and prompt  
Highlighters / Visual Prompts  

<table>
<thead>
<tr>
<th>Day 9 / 10 40 – 60 Min. Block</th>
<th>Independent Practice</th>
</tr>
</thead>
</table>
| **Teacher Prompt:** Before the independent writing practice piece, the teacher will review the features of persuasive text and the letter writing process. The following questions can be used to prompt discussion:  
1) How do texts persuade the reader?  
2) What do persuasive texts have in common?  
3) What makes a good “for” or “against” argument?  
4) How do authors use strong vocabulary to make convincing arguments?  

Students will now be asked to write their own persuasive letter. Using the strategies practiced, and using the rubric provided, they will be asked to respond to the following prompt: Should students have homework during the last month of school? Why or why not? Write a persuasive letter to the teacher stating your argument “for” or “against” homework during the last month of school.  

**Follow-Up:** During the independent writing time, the teacher confers with students, suggests ideas to improve writing pieces, provides support, explains, responds to needs, coaches, and re-teaches when necessary. The teacher also observes student progress and uses the
information when planning future teaching. The teacher will evaluate student progress using the rubric and observations.

**Resources:**
writing paper / notebook and tools
OWA Grade 6 Writing Rubric 3 - modified to meet the current task and prompt

<table>
<thead>
<tr>
<th>Next Steps</th>
<th>If time permits, students can interview other students or family members for their thoughts on the topic. This also corresponds with the Grade 6 OWA Task 1 interview process. Additional Resources that may be helpful: Guide to Effective Instruction in Writing: Kindergarten to Grade 3, pages 6.11 to 6.14 (sample lesson for persuasive writing) Guide to Effective Literacy Instruction: Grades 4 to 6, Volume 6, pages 103 to 107 (sample lesson for persuasive writing) Guide to Effective Literacy Instruction: Grades 4 to 6, Volume 6, pages 11 to 13 (Text Forms and Characteristics for Junior Writers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflections</td>
<td></td>
</tr>
</tbody>
</table>
The Writing Process

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRM: TM, SP</td>
<td>GRM: SP</td>
<td>GRM: SP</td>
<td>GRM: GP</td>
<td>GRM: TM</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRM: SP</td>
<td>GRM: GP</td>
<td>GRM: GP</td>
<td>GRM: IP</td>
<td>GRM: IP</td>
<td></td>
</tr>
</tbody>
</table>

**GRM = Gradual Release Model**

<table>
<thead>
<tr>
<th>TM = Teacher Modeling</th>
<th>The teacher owns the pen and uses a think-aloud technique. 2 – 3 times per week for 10 – 15 minutes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP = Shared Practice</td>
<td>Many writers share the pen and interact to create a text. 2 – 3 times per week for 10 – 15 minutes.</td>
</tr>
<tr>
<td>GP = Guided Practice</td>
<td>Many writers’ pens are guided or coached in mini-lessons. 2 – 3 times per week as needed for 20 – 30 minutes.</td>
</tr>
<tr>
<td>IP = Independent Practice</td>
<td>The individual student owns the pen for a sustained quiet block of time. Daily for 25 to 30 minutes. (Can be integrated into other subject areas)</td>
</tr>
</tbody>
</table>
Lesson 6 End of Year Resources - Appendix A:

Anchor Charts for Persuasive Writing
Composing Pieces of Persuasive Writing

- introduction - presentation of topic and viewpoint in a strong statement
- reasons that support the viewpoint - at least three points
- conclusion - summary of the viewpoint and the evidence and, possibly, a call for action

How do we persuade?

- Think about WHO you are trying to persuade.
- State your opinion/feelings
- Share at least 3 reasons
- Share facts and research
- Include quotes from others who feel the same way (may not be a direct quote just share their feelings)
- Pull on their heartstrings - make them understand how you feel
Lesson 6 End of Year Resources - Appendix A:

Anchor Charts for Persuasive Writing
Speech to Persuade

1. Give opinion in introduction
2. Reason #1
3. Use detail to convince
4. Reason #2
5. Use strong wording to convince
6. Reason #3
7. Conclusion:
   - Restate, and
   - Sum it up!
Characteristics of Persuasive Writing

- targets a specific audience
- takes a position for or against an issue
- use strong vocabulary and visuals to enhance
- use connecting words to show sequence

- famous quotes
- numbers
- pulling at heartstrings
- using facts and research
Lesson 6 End of Year Resources - Appendix B:

Photo of Strategy Flags
Lesson 6 End of Year Resources - Appendix C:

Sample Anchor Chart for Teacher Read-Aloud Using Should There Be Zoos? by Tony Stead
Lesson 6 End of Year Resources - Appendix D:
Modified Chart
Lesson 6 End of Year Resources - Appendix E:
Persuasive Visual Prompts

<table>
<thead>
<tr>
<th>Famous Quotes</th>
<th>Numbers</th>
<th>Heartstrings</th>
<th>Research / Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What vocabulary did the author use to *persuade* the reader?

Name: ____________________________
Lesson 6 End of Year Resources - Appendix F:

Planning Template

What did the author use to persuade us?

<table>
<thead>
<tr>
<th>Famous Quotes</th>
<th>Numbers</th>
<th>Heartstrings</th>
<th>Research / Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Find 10 strong words that were convincing.
Lesson 6 End of Year Resources – Graphic Organizer:
Planning a Persuasive Letter

### Planning a Persuasive Letter

**Plan Your Letter**

<table>
<thead>
<tr>
<th>Topic / Issue</th>
<th>Purpose (What do you want?)</th>
<th>Audience</th>
</tr>
</thead>
</table>

My argument is **FOR** or **AGAINST** (circle one)

(Write your topic on the line above - e.g. zoos, homework in June)

<table>
<thead>
<tr>
<th>Argument / Reasons that Support My Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
</tr>
<tr>
<td>2)</td>
</tr>
<tr>
<td>3)</td>
</tr>
<tr>
<td>4)</td>
</tr>
</tbody>
</table>

Have you used the following persuasive strategies?

- **Famous Quotes / People**
- **Heartstrings**
- **Numbers**
- **Research / Facts**
Lesson 6 End of Year Resources – Anchor Chart:

Characteristics of Personal Writing

Little Darlings Hospital

Children’s Charity Concert

Only $5.00 a ticket!

Join us at the Dr. Hopewell Auditorium inside Little Darlings Hospital for an evening of music! Performers include World Voice Children’s Choir, Kids With Soul and a surprise special guest performer!

Snacks and beverages will be available for purchase.

All proceeds go towards fighting Cystic Fibrosis and The Children’s Miracle Network!

1234 Learning Lane
Ottawa, Ontario

Thursday, February 4, 2010
6:00 – 8:30 pm
For Tickets Call: 613–234–5555
Or purchase them at Little Darlings Hospital.
Lesson 6 End of Year Resources – Anchor Chart:

Use of Personal Strategies

---

**Planning to Write Procedural Text**

| Name: __________________________ | Date: __________________________ |

Procedures are written to provide step by step instructions or directions to the reader.

| Topic / Goal: What are you explaining or reviewing? |
| Purpose: What will be accomplished if all steps are followed accurately? |
| Requirements: Provide details about what will be needed to complete the goal. |
| Target Audience: Who is this text written for? |

List the steps to meet the goal. Use descriptive vocabulary, linking words, present verb tense and action verbs.
### OWA Grade 6 Writing Rubric 3: Opinion

<table>
<thead>
<tr>
<th>Categories and Criteria</th>
<th>Knowledge and Understanding</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td>Demonstrates knowledge and understanding of the text form, genre, format (e.g., develops persuasive letter that includes reasons and information that are not clear and lack focus)</td>
<td>Demonstrates limited knowledge and understanding of the text form, genre, and format (e.g., develops persuasive letter that includes reasons and information that are somewhat clear with some focus)</td>
<td>Demonstrates considerable knowledge and understanding of the text form, genre, and format (e.g., develops persuasive letter that includes reasons and information that are clear and focused)</td>
<td>Demonstrates thorough knowledge and understanding of the text form, genre, and format (e.g., develops persuasive letter that includes reasons and information, that has a high degree of clarity and focus)</td>
<td></td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td>Generates and supports ideas with limited effectiveness</td>
<td>Demonstrates critical and creative thinking processes (e.g., develops supportive reasons from the perspective of a student or parent) with considerable effectiveness</td>
<td>Demonstrates critical and creative thinking processes (e.g., develops supportive reasons from the perspective of a student or parent) with considerable effectiveness</td>
<td>Demonstrates critical and creative thinking processes (e.g., develops supportive reasons from the perspective of a student or parent) with considerable effectiveness</td>
<td></td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td>Generates and supports ideas with some effectiveness</td>
<td>Demonstrates critical and creative thinking processes (e.g., develops supportive reasons from the perspective of a student or parent) with considerable effectiveness</td>
<td>Demonstrates critical and creative thinking processes (e.g., develops supportive reasons from the perspective of a student or parent) with considerable effectiveness</td>
<td>Demonstrates critical and creative thinking processes (e.g., develops supportive reasons from the perspective of a student or parent) with considerable effectiveness</td>
<td></td>
</tr>
<tr>
<td><strong>Level 4</strong></td>
<td>Generates and supports ideas with a high degree of effectiveness</td>
<td>Demonstrates critical and creative thinking processes (e.g., develops supportive reasons from the perspective of a student or parent) with considerable effectiveness</td>
<td>Demonstrates critical and creative thinking processes (e.g., develops supportive reasons from the perspective of a student or parent) with considerable effectiveness</td>
<td>Demonstrates critical and creative thinking processes (e.g., develops supportive reasons from the perspective of a student or parent) with considerable effectiveness</td>
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</tr>
</tbody>
</table>

- **Thinking**
  - Generates ideas that are connected and is able to support ideas with detail and reasons (e.g., support main ideas with relevant information)
  - Demonstrates critical and creative thinking processes to enhance writing (e.g., understands/writers from a perspective,

  - *Generates and supports ideas with limited effectiveness
  - *Demonstrates critical and creative thinking processes (e.g., develops supportive reasons from the perspective of a student or parent) with limited effectiveness
  - *Generates and supports ideas with some effectiveness
  - *Demonstrates critical and creative thinking processes (e.g., develops supportive reasons from the perspective of a student or parent) with considerable effectiveness
  - *Generates and supports ideas with a high degree of effectiveness
  - *Demonstrates critical and creative thinking processes (e.g., develops supportive reasons from the perspective of a student or parent) with considerable effectiveness
Lesson 6 End of Year - Resource: 
OWA Grade 6 Writing Rubric

<table>
<thead>
<tr>
<th>Categories and Criteria</th>
<th>Communication</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expresses and organizes ideas in procedural form (e.g., logical organization)</td>
<td>*Expresses and organizes ideas in procedural form with limited effectiveness</td>
<td>*Expresses and organizes ideas in procedural form with some effectiveness</td>
<td>*Expresses and organizes ideas in opinion form with considerable effectiveness</td>
<td>*Expresses and organizes ideas in opinion form with a high degree of effectiveness</td>
<td></td>
</tr>
<tr>
<td>Communicates for audience and purpose (to instruct how to ____) (e.g., style, voice, tone)</td>
<td>*Communicates for audience and purpose with limited effectiveness</td>
<td>*Communicates for audience and purpose with some effectiveness</td>
<td>*Communicates for audience and purpose with considerable effectiveness</td>
<td>*Communicates for audience and purpose with a high degree of effectiveness</td>
<td></td>
</tr>
<tr>
<td>Uses conventions (e.g., grammar, spelling, punctuation) and appropriate vocabulary (e.g., persuasive language, descriptive words, action words)</td>
<td>*Uses conventions and vocabulary with limited effectiveness</td>
<td>*Uses conventions and vocabulary with some effectiveness</td>
<td>*Uses conventions and vocabulary with considerable effectiveness</td>
<td>*Uses conventions and vocabulary with a high degree of effectiveness</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Application</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfers knowledge and skills (e.g., concept of instructions for ________) to the writing task</td>
<td>* Transfers knowledge and skills to the writing task with limited effectiveness</td>
<td>* Transfers knowledge and skills to the writing task with some effectiveness</td>
<td>* Transfers knowledge and skills to the writing task with considerable effectiveness</td>
<td>* Transfers knowledge and skills to the writing task with a high degree of effectiveness</td>
</tr>
<tr>
<td>Demonstrates an ability to make connections among topic (_____), personal experiences, and life situations to enhance writing (e.g., connecting personal knowledge and/or world experiences to ______)</td>
<td>* Makes connections among topic, personal experiences and life situations with limited effectiveness</td>
<td>* Makes connections among topic, personal experiences and life situations with some effectiveness</td>
<td>* Makes connections among topic, personal experiences, and life situations with considerable effectiveness</td>
<td>* Makes connections among topic, personal experiences, and life situations with a high degree of effectiveness</td>
</tr>
</tbody>
</table>