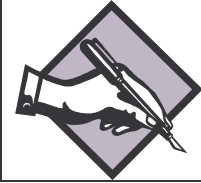


# PERSUASIVE WRITING CHECKLIST FIFTH GRADE



**Standard:**

Georgia Performance Standard: English/Language Arts 5th Grade,  
Writing 2  
(GPS ELA5W2)

Criteria/Performance Indicators	Introducing	Practicing	Achieving
<b>Engages the reader</b>			
<ul style="list-style-type: none"> <li>• Establishes a context and develops reader's interest by                             <ul style="list-style-type: none"> <li>s Introducing the reader to the issue</li> <li>s Including an appeal to logic and/or emotion</li> </ul> </li> <li>• Creates a persona (speaker's voice) by                             <ul style="list-style-type: none"> <li>s Using a lively writing voice to engage the reader</li> <li>s Using engaging, precise language</li> </ul> </li> </ul>			
<b>Clearly establishes and states a position</b>			
<b>Creates multi-paragraph organizing structure for the purpose of persuasion</b>			
<ul style="list-style-type: none"> <li>• Organizes structure appropriate to a specific purpose, audience, context</li> <li>• Demonstrates that the writer can anticipate and counter the audience's position on the issue</li> <li>• Fully develops the writer's position with                             <ul style="list-style-type: none"> <li>s Specific facts</li> <li>s Personal experience and knowledge</li> <li>s Statistics (when appropriate)</li> </ul> </li> <li>• Supports a position with relevant evidence and excludes inappropriate information/details</li> <li>• Provides a sense of closure</li> </ul>			
<b>Lifts the level of the language using strategies to make effective word choices</b>			
<ul style="list-style-type: none"> <li>• Specific, accurate words or phrases</li> <li>• Lively, active verbs</li> <li>• Specific adjectives that add depth</li> </ul>			

<b>Criteria/Performance Indicators</b>	<b>Introducing</b>	<b>Practicing</b>	<b>Achieving</b>
<b>Conventions</b>			
<ul style="list-style-type: none"> <li>• Uses a variety of sentence structures</li> </ul>			
<ul style="list-style-type: none"> <li>s Kinds of sentences (declarative, interrogative, imperative, exclamatory, functional fragment)</li> </ul>			
<ul style="list-style-type: none"> <li>s Order (varied sentence beginnings and endings)</li> </ul>			
<ul style="list-style-type: none"> <li>s Complexity <ul style="list-style-type: none"> <li>· Simple</li> <li>· Compound</li> <li>· Complex</li> <li>· Compound/complex</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>• Expands/reduces sentences (e.g., adding or deleting modifiers, combining/revising sentences)</li> </ul>			
<ul style="list-style-type: none"> <li>• Correct usage in a variety of contexts: subject-verb agreement, word forms (nouns, verbs, adjectives, adverbs) and pronoun-antecedent agreement</li> </ul>			
<ul style="list-style-type: none"> <li>• Incorporates use of correct mechanics</li> </ul>			
<ul style="list-style-type: none"> <li>s Commas (in compound sentences)</li> </ul>			
<ul style="list-style-type: none"> <li>s Apostrophes</li> </ul>			
<ul style="list-style-type: none"> <li>s Quotation marks</li> </ul>			
<ul style="list-style-type: none"> <li>s Paragraph indentions</li> </ul>			
<ul style="list-style-type: none"> <li>• Eliminates fragments and run-ons</li> </ul>			
<ul style="list-style-type: none"> <li>• Revises sentences by correcting homophones (e.g. there/their/they're, to/too/two, its/it's)</li> </ul>			