

Name: \_\_\_\_\_

Due Date: \_\_\_\_\_

## Literary Essay (Compare and Contrast) Rubric

	<b>5<sup>th</sup> Grade 1 Point</b>	<b>1.5</b>	<b>6<sup>th</sup> Grade 2 Points</b>	<b>2.5</b>	<b>7<sup>th</sup> Grade 3 Points</b>	<b>Score</b>
<b>Overall</b>	The writer made a claim about the texts and supported it with a variety of evidence from each text.		The writer explained the texts and made a compare/contrast claim that can be supported by both texts. Each part of the text builds on the claim and leads to a conclusion.		The writer laid out a well-supported claim that compares and contrasts big ideas in the texts. The writer presented logical, literary criteria, and analyzed sufficient evidence from each text.	
<b>Lead</b>	<p>The writer opened with an AGO (ex: interesting fact, intriguing question) and by telling readers what is signification about this topic.</p> <p>The writer used precise words to state his claim and let the readers know the criteria to be presented.</p>		<p>The writer interested the reader with an AGO. She thought backward between the piece and the introduction to make sure the introduction fits with the whole.</p> <p>The writer clearly stated her claim and told readers how the text will unfold.</p>		The writer interested the reader with an AGO, helped them to understand the background of each text with a bridge, and wrote a clear claim that forecasted which criteria would be compared and contrasted.	
<b>Transitions</b>	<p>The writer used transitions to connect evidence back to claims (this shows).</p> <p>The writer helped readers follow her thinking (another reason, the most important reason)</p>		The writer used transitions to help connect claims, criteria, and evidence (ex: for instance, in addition, one reason, furthermore, according to, this suggests).		The transitions help readers follow from part to part and make it clear when she is stating a claim, introducing criteria, and analyzing evidence (ex: The text states, this explains, another way, however).	
<b>Ending</b>	The writer wrote a conclusion that connected back to and highlighted what the entire text was mainly about.		In his conclusion, the writer restated important points and offered a final thought that strengthened his claim.		In his conclusion, the writer reinforced and built on the main point by including a lead sentence to restate the claim and a closing argument that makes a connection to major themes and life lessons, extending beyond the text.	
<b>Organization</b>	The writer organized information into paragraphs and put the parts of her writing in the order that most suits her claim.		<p>The writer organized the piece into sections, leading readers from the claim to the criteria being compared and contrasted.</p> <p>For each body paragraph, the writer used a lead sentence, transitions, evidence from each text, and a compare/contrast statement.</p>		<p>The writer purposely arranged the writing to lead readers from the claim to the criteria being compared and contrasted.</p> <p>For each body paragraph, the writer used a lead sentence, transitions, evidence from each text, a compare/contrast statement, and an explanation to highlight similarities and differences between texts.</p>	
<b>Spelling</b>	The writer used resources to be sure that most words in the writing were spelled correctly.		The writer used resources to be sure the words in the writing were spelled correctly.		The writer used the Internet and other sources at hand to check spelling of literary and high-frequency words.	
<b>Punctuation and Sentence Structure</b>	The writer used punctuation to create complete simple and compound sentences.		<p>The writer used punctuation to create complete simple and compound sentences.</p> <p>The writer used quotation marks and italics correctly when naming the titles of texts.</p>		<p>The writer varied sentence structure (simple, compound, and complex sentences).</p> <p>The writer punctuated citations accurately.</p>	