

## Goal Setting Menu (Grade 6)

Author: \_\_\_\_\_

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

Topic: \_\_\_\_\_

- Informative/Explanatory    Argument  
 Used Graphic Organizer

|  | Pts       | Adult | Peer | Self |
|--|-----------|-------|------|------|
| <b>Topic Introduction</b>  |           |       |      |      |
| Introduce context clearly  | 1         |       |      |      |
| Focused thesis statement / claim<br>1 pt = state topic / claim, 2 pts = state topic / claim + central idea(s) about topic/claim            | 2         |       |      |      |
| <b>Important evidence (knowledge) / Reason</b>   |           |       |      |      |
| <b>Detailed examination (understanding) / Elaboration (all link to central idea)</b>   |           |       |      |      |
| Information: Evidence / Reason   | 1         |       |      |      |
| Detailed examination and analysis: develops topic / supports claim<br>1pt = explains (own words), 2 pts = examines significance/importance | 2         |       |      |      |
| Information: Evidence / Reason   | 1         |       |      |      |
| Detailed examination and analysis: develops topic / supports claim<br>1pt = explains (own words), 2 pts = examines significance/importance | 2         |       |      |      |
| Information: Evidence / Reason   | 1         |       |      |      |
| Detailed examination and analysis: develops topic / supports claim<br>1pt = explains (own words), 2 pts = examines significance/importance | 2         |       |      |      |
| <b>Ending</b>  |           |       |      |      |
| Concluding section follows from central information or examination<br>1pt = relates, 2pts = relates and extends                            | 2         |       |      |      |
| <b>Links</b>   |           |       |      |      |
| Appropriate transitions clarify the relationships among ideas and concepts   | 1         |       |      |      |
| <b>Language</b>  |           |       |      |      |
| Uses formal style, precise language, domain specific vocabulary  | 2         |       |      |      |
| Vary sentences for reader interest, style and meaning  | 2         |       |      |      |
| <b>Conventions</b>   |           |       |      |      |
| CCSS grade level: grammar, punctuation for effect and spelling   | 1         |       |      |      |
| <b>Total</b>   | <b>20</b> |       |      |      |

Done Well:

Goals: