

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Magical Realism in Latin American Literature

## Writing Prompt

In a two paragraph argumentative piece with a short introduction, agree or disagree with the following statement:

- In St Lucy's, assimilation is more beneficial than harmful to the characters.

Support your argument with evidence and analysis from "St. Lucy's Home For Girls Raised by Wolves" by Karen Russell.

## Argumentative Writing Rubric

### 10th Grade English Language Arts

| Rubric Scoring Key | Fully meets (4)<br>All criteria present in the writing | Mostly meets (3)<br>Most criteria present, with some misunderstandings | Partially meets (2)<br>Criteria attempted, but significant misunderstandings | Does not meet yet (1)<br>Criteria are not attempted or not enough evidence to rate |
|--------------------|--------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
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| Structure                                                                                                                                                                                                                                                                                                                                               | Rubric Score | Notes |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------|
| <b>Introduction</b> <ul style="list-style-type: none"> <li>• Uses an engaging hook (such as an anecdote or description), and provides essential context or background information</li> <li>• Presents a precise, nuanced, and debatable claim/thesis</li> <li>• Makes a clear distinction between the claim/thesis and an opposing viewpoint</li> </ul> | 4 3 2 1      |       |
| <b>Organization</b> <ul style="list-style-type: none"> <li>• Organizes ideas into body paragraphs that support the claim/thesis with reasons and evidence, demonstrating a clear progression of ideas</li> <li>• Uses varied transitions to connect ideas within and between paragraphs and create cohesion across the piece</li> </ul>                 | 4 3 2 1      |       |
| <b>Conclusion</b> <ul style="list-style-type: none"> <li>• Provides a concluding statement/section that restates the claim/thesis, summarizes the main reasons, and explains the significance of the argument</li> </ul>                                                                                                                                | 4 3 2 1      |       |

| Development | Rubric Score | Notes |
|-------------|--------------|-------|
| Reasons     | 4 3 2 1      |       |

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--|
| <ul style="list-style-type: none"> <li>Provides clear, logical reasons that support the claim/thesis</li> <li>Develops each reason with sufficient evidence and examples</li> <li>Develops the counterclaim using well-chosen evidence and rebuts it, pointing out its limitations</li> </ul>                                                                                                                                                                                                                               |         |  |
| <b>Evidence &amp; Explanation</b> <ul style="list-style-type: none"> <li>Selects relevant evidence (i.e. such as quotations, statistics, facts, anecdotes, opinions, and testimonials) to support each reason</li> <li>Integrates evidence using context, signal phrases, or brief commentary</li> <li>Explains how and why evidence supports the reason and connects back to claim/thesis</li> <li>Demonstrates awareness of audience's knowledge level and concerns through evidence chosen to support reasons</li> </ul> | 4 3 2 1 |  |

| Language                                                                                                                                                                                                                                                                                                                         | Rubric Score | Notes |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------|
| <b>Style</b> <ul style="list-style-type: none"> <li>Maintains formal language appropriate to the task, audience, and purpose</li> <li>Uses a tone that supports the argument, whether objective or persuasive</li> <li>Chooses diction, vocabulary, and sentence structures to shape tone and strengthen the argument</li> </ul> | 4 3 2 1      |       |
| <b>Grammar &amp; Conventions</b> <ul style="list-style-type: none"> <li>Uses correct spelling, capitalization, and punctuation</li> <li>Uses proper MLA formatting and citation</li> <li>Demonstrates consistent use of grade-level grammar and usage</li> </ul>                                                                 | 4 3 2 1      |       |