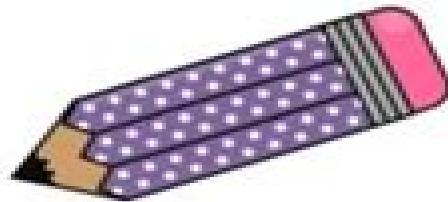


Features of a Persuasive Letter

Often writers write a letter to persuade someone to think or act in a certain way.

A letter...

- ☐ Tries to convince the reader to do so
- ☐ Tells what people need or want.
- ☐ Gives reasons why readers should list
- ☐ Includes parts of a friendly letter.
greeting, body, closing and sign



Parts of a Friendly Letter

date	Aug. 16, 2022
greeting	Dear Mr. Cooper,
	When kids find books they love, they will spend more time reading. They will then become better readers. Our library needs more Graphic Novels. Graphic Novels are interesting and fun to read. Graphic Novels will encourage kids who don't normally enjoy reading to read more for pleasure.
	The next time we have money to spend on books, please buy more Graphic Novels. You will be happy to see so many kids reading!
closing	Your student,
signature	Marcus Russell

Persuasive Letter Writing Rubric 2nd Grade

Heather Wolpert-Gawron



Persuasive Letter Writing Rubric 2nd Grade:

Curriculum Design for Writing Instruction Kathy Tuchman Glass, 2004-12-09 The author's conversational style hooks and easily engages readers into the four step curriculum design process well sequenced array of design templates and lesson models synthesis of the six traits and writing process elements and integration of history social science and science content Carl Zon Standards and Assessment Consultant Coach Connections Sunnyvale CA This book effectively walks educators through the standards based lesson design process in a way that is clear compelling and achievable while simultaneously building content knowledge and extending understanding Ruth Goldhammer Coordinator Curriculum and Staff Development San Mateo County Office of Education CA Design innovative and engaging lessons and units that produce measurable gains This clever new resource takes the reader step by step through the curriculum design process from identifying national and local standards and translating them into user friendly language to crafting meaningful writing assignments and assessments that effectively reveal student strengths and weaknesses Rooted in the six traits model of instruction and assessment and illuminated by relevant classroom examples Glass's four part process shows teachers how to Identify grade level content standards for writing Create a teacher rubric with a clear set of criteria for writing assessment Craft a student checklist that guides students through the unit and prepares them for teacher expectations Design lessons that help students achieve success Replete with tools strategies examples and reproducibles Curriculum Design for Writing Instruction is a valuable resource for any teacher who wants to boost student achievement in writing for any subject and for any grade level

Inclusion Strategies and Interventions, Second Edition Toby J. Karten, 2020-09-11 In a world filled with diverse students inclusive education is more important than ever Rely on the second edition of this user friendly guide to help you provide a strong learning path for all students in your classroom with a focus on special needs The resource includes powerful new strategies updated best practices and the latest research to propel your efforts in cultivating inclusive classrooms Use this resource to create more inclusive classrooms that help students thrive to the point of exceeding expectations Recognize the necessity of inclusion in learning environments and the legal aspects of inclusion in education Gain a foundational understanding of the varied students and diverse learners who inhabit today's classrooms Learn how to strengthen your inclusive diverse classroom by building collaborative partnerships with co teachers special educators inclusion coaches and administrators Explore methods of inclusion across a spectrum of subjects and teaching strategies as well as how to involve parents and students in the collaborative learning process Deepen your understanding of the impact social emotional learning SEL has on academic performance Understand how to organize a multitiered system of support MTSS in inclusive classrooms Contents Introduction Part 1 Promoting Learning in the Inclusive Classroom Chapter 1 Understanding the Inclusive Classroom Chapter 2 Organizing for Instruction Chapter 3 Addressing Students Needs Chapter 4 Using Embedded Assessments Accommodations and Individualized Data Part 2 Strategies for Effective Curriculum Practice Chapter 5

Implementing Inclusion Strategies for Literacy and Communication Chapter 6 Implementing Inclusion Strategies for Mathematics Chapter 7 Implementing Inclusion Strategies for Social Studies and Science Chapter 8 Implementing Inclusion Strategies for Art Music Theater and Movement Chapter 9 Using an Interdisciplinary Thematic Approach Chapter 10 Developing Transitional Plans Part 3 Maintaining the Inclusive Classroom Chapter 11 Practicing Professional Collaboration Chapter 12 Honoring Inclusion Appendix A Abbreviations for the Inclusive Classroom Appendix B Legal Aspects of Inclusion Index

How to Reach and Teach All Children Through Balanced Literacy Sandra F. Rief, Julie A. Heimburge, 2007-08-17 How to Reach and Teach All Children Through Balanced Literacy offers you a handbook for teaching literacy to diverse students in grades 3-8. The balanced literacy method combines the best practices of phonics and other skill-based language instruction with the holistic literature-based approach in order to help you teach reading, writing, and speaking in a clear and approachable format. This dynamic resource offers an easily accessible research-based approach to balanced literacy that is grounded in the innovative ideas developed by authors Sandra F. Rief and Julie A. Heimburge. The book includes detailed descriptions of what a balanced literacy classroom looks like and shows how to create a program from the ground up or give your existing program a boost. The book can be used across content areas and is filled with reproducible worksheets, activities, and other handy classroom tools. Some topics covered include Shared book experiences, Reading aloud, Oral language and vocabulary development, Guided reading for comprehension, Modeled writing, Reading and writing conferences, Book clubs, Content area reading and writing, Ongoing assessments, Enhancing literacy through technology.

The Learning-to-write Process in Elementary Classrooms Suzanne Bratcher, 2012-07-26 This text models for teachers how to help children learn and write by establishing comfort with writing, building confidence, and developing competence. Several themes run through the learning-to-write process presented in this text: Writing is communication. Writing is a powerful tool for learning. How children feel about their writing and themselves as writers affects how they learn to write. Teachers are coworkers with students; children from many backgrounds can learn to write together. The text synthesizes what we know about how children learn how to write and what we write into a process of teaching children to write. It is intended to serve as a starting place for developing theories of how to best teach writing.

IEPs for ELs John J. Hoover, James R. Patton, 2017-03-22 Develop and monitor high quality IEPs for diverse learners. High quality IEPs are fundamental for guiding the educational process and developing goals for students who require special education services. English learners, ELs, and other students with learning, emotional, or behavioral disabilities present unique challenges to educators responsible for referring, assessing, and placing them. IEPs for ELs provides educators with numerous research-based strategies and examples of how to write effective IEPs for these K-12 learners. John J. Hoover and James Patton, leading professionals in the areas of special education and linguistic diversity, share their research and how they have supported ELs who have or are suspected of having learning and intellectual disabilities. Readers will find Practical guidance for developing

and monitoring culturally and linguistically responsive IEPs Checklists guides and other reproducibles that support IEP development Case studies and vignettes highlighting examples of appropriate IEPs for diverse learners Filled with expert practical advice that covers the IEP process and walks the reader through the procedure for creating high quality IEPs that take individual differences into account this guide is essential for special educators and bilingual EL specialists A major strength for this book is its unique tie to English learners while providing a dual focus on IEP writing This is a great tool to use when training new special education teachers and IEP facilitators There are direct connections to writing legally defensible plans with a user friendly focus on IEP writing I see this book as a tool to support teachers and students in ensuring that language and cultural considerations are included when developing and updating individual plans Renee Bernhardt Supervisor Special Education Cherokee County School District GA

Assessing Disciplinary Writing in Both Research and Practice Wright, Katherine Landau, Hodges, Tracey S., 2023-08-01 Assessing Disciplinary Writing in Both Research and Practice tackles the challenge of measuring writing skills in specific content areas which is crucial for preparing students to communicate as field experts and for their future careers Edited by Katherine Wright Associate Professor of Literacy and Language at Boise State University and Tracey Hodges Founder and Lead Consultant of The Empowering Advocate this book provides solutions by bringing together validated measures and practical assessment strategies that can be used in both research and instruction The book's theoretical foundations cover multimodal disciplinary writing assessing disciplinary writing versus content area writing and using assessment as a tool for disciplinary writing instruction Practical methods for assessing writing in social studies science mathematics English and language arts and other genres at the elementary middle and high school levels are included as well as assessment strategies for specific populations of students such as undergraduate students English learners gifted and talented students special needs students and incarcerated students This highly valued reference is essential for academic scholars K12 teachers and educational researchers who want to improve writing instruction and research in content and discipline specific areas By providing validated measures and methods for assessing disciplinary writing this edited book helps bridge the gap between research and practice and enables practitioners to better measure student growth and improve writing instruction This publication is the first step towards advancing research and improving writing instruction in content and discipline specific areas

The Testing Trap George Hillocks, 2002-04-12 Do statewide assessments really do what they are supposed to do Through interviews with over three hundred teachers and administrators Hillocks examines whether state writing tests in Illinois Kentucky Oregon New York and Texas actually improve students ability to express their thinking in writing Ultimately Hillocks argues that the majority of existing tests actually have a harmful effect on the way students are taught to write In addition to providing analyses of assessments that do not encourage good writing The Testing Trap contrasts them to those that do Concluding with practical procedures for examining and evaluating writing assessments this book is a provocative

and essential read for administrators teachers policymakers parents and all who care about the education of our children

Great Performances Larry Lewin, Betty Jean Shoemaker, 1998 This book presents an approach to developing performance assessments It begins with four steps for Info In and moves to four Info Out modes through which students can make their content understanding explicit for evaluation purposes The first chapter is an overview of performance assessment in the classroom Chapter 2 discusses the Info In model and the key processes of reading listening manipulating and viewing Chapter 3 explores the first Info Out mode visual representations Chapters 4 5 and 6 examine the three additional Info Out modes writing oral presentations and large scale substantive projects and performances The final chapter summarizes strengths and weaknesses of classroom based performance assessments An appendix contains the Oregon Writing Scoring Guide for middle school Contains 64 figures and 23 references SLD

How Do I Get Them to Write? Karen Filewych, 2017-05-15 This remarkable book shows teachers how to inspire students to learn to write and write to learn Committed to the premise that all students can learn to write with appropriate teaching modelling and practice it argues that reading and writing go hand in hand Through reading writing and the inevitable discussions that follow students learn from the experiences of others open their minds to many possibilities gain a glimpse into new worlds make connections to their lives and reflect on their own choices and learning This practical book shows you how to use freewriting and powerful mentor texts to create classrooms where students enjoy putting pencil to paper and taking the necessary risks to grow and flourish as writers

Teaching Writing Gail E. Tompkins, 2008 Accessible and reader friendly this is the definitive book on teaching writing to children in grades K 8 the only title on the market to thoroughly address both the process and the product of writing Covers strategies for teaching prewriting drafting revising editing and publishing through writing workshops literature focus units and thematic units techniques for helping children develop ideas organize writing choose vocabulary apply stylistic devices and correct mechanical errors and five levels of scaffolded composition instruction modeled shared interactive guided and independent writing Addressing Process and Product NEW A Writing Workshop CD now included in every copy of the book gives you specific insight into classroom teaching in a workshop model illustrating both the writing process and product Meeting Individual Student Needs NEW How to Address Struggling Writers Problems this step by step analysis explains what issues cause writers to struggle provides clear examples of the problem and clarifies the steps to take to help writers overcome their obstacles Planning for Accountability NEW Preparing for Writing Tests this new feature will help you prepare students for high stakes testing by clearly defining each type of writing providing prompts to generate a writing sample and outlining possible pitfalls writers may face when writing in this specific genre

Understanding by Design Grant P. Wiggins, Jay McTighe, 2005 What is understanding and how does it differ from knowledge How can we determine the big ideas worth understanding Why is understanding an important teaching goal and how do we know when students have attained it How can we create a rigorous and engaging curriculum that focuses on understanding and leads to

improved student performance in today's high stakes standards based environment Authors Grant Wiggins and Jay McTighe answer these and many other questions in this second edition of Understanding by Design Drawing on feedback from thousands of educators around the world who have used the UbD framework since its introduction in 1998 the authors have greatly revised and expanded their original work to guide educators across the K 16 spectrum in the design of curriculum assessment and instruction With an improved UbD Template at its core the book explains the rationale of backward design and explores in greater depth the meaning of such key ideas as essential questions and transfer tasks Readers will learn why the familiar coverage and activity based approaches to curriculum design fall short and how a focus on the six facets of understanding can enrich student learning With an expanded array of practical strategies tools and examples from all subject areas the book demonstrates how the research based principles of Understanding by Design apply to district frameworks as well as to individual units of curriculum Combining provocative ideas thoughtful analysis and tested approaches this new edition of Understanding by Design offers teacher designers a clear path to the creation of curriculum that ensures better learning and a more stimulating experience for students and teachers alike

DIY Project Based Learning for ELA and History Heather Wolpert-Gawron, 2015-07-30 Are you interested in using Project Based Learning to revamp your lessons but aren't sure how to get started In DIY Project Based Learning in ELA and History award winning teacher and Edutopia blogger Heather Wolpert-Gawron makes it fun and easy Project Based Learning encourages students and teachers alike to abandon their dusty textbooks and instead embrace a form of curriculum design focused on student engagement innovation and creative problem solving A leading name in this field Heather Wolpert-Gawron shares some of her most popular units for ELA and Social Studies in this exciting new collection This book is an essential resource for teachers looking to Create their own Project Based Learning units Engage student in their education by grounding lessons in real world problems and encouraging them to develop creative solutions Incorporate role playing into everyday learning Develop real world lessons to get students to understand the life long relevance of what they are learning Assess multiple skills and subject areas in an integrated way Collaborate with teachers across subject areas Test authentic skills and set authentic goals for their students to grow as individuals Part I of the book features six full units complete with student samples targeted rubrics a checklist to keep students on track and even Homework Hints Part II is a mix and match section of tools you can use to create your own PBL aligned lessons The tools are available as eResources on our website <http://www.routledge.com/books/details/9781138891623> so you can print and use them in your classroom immediately

Engage Kjell Fenn, 2018-12-11 The most pressing issue in schools is classroom management specifically how to motivate students to do the work well Many teachers need strategies to help them and they also need the theory and research behind the strategies Why do the strategies work and why do they sometimes not work This book has 5 sections that are the different theoretical foundations for 18 different keys to student motivation At the beginning of each section the theory is explained briefly It is important that the readers

understand the reason why a key or strategy works In this understanding a teacher can modify and accommodate the key or strategy to fit his her particular students and context There are 18 chapters Each chapter is a key or applicable concept to student motivation that has been garnered from a theory or seminal work This explanation is followed by a vignette of a teacher s experience called In The Classroom and is followed by multiple strategies *Writing Essentials* Regie Routman,2005 Accompanying DVD includes videos of the author working with student writers **How Well Does Your Child Read, Write, and Do Math?** Ann Cook,2004-09 The essential information contained on these pages reveals the truth about how a child is really performing in the classroom Concerned parents can find the answers to What is my child s learning style auditory visual or tactile Is my child s reading ability at grade level What are the national standards in writing at my child s grade level Does my child have special abilities in math This easy to use manual is a roadmap to academic success All parents who want their children to succeed in school need to read this book Writing Workshop Teacher Created Resources,2004-06-28 This book is perfect for busy teachers who want a comprehensive resource for teaching writing It includes lessons on the different writing genres language use and conventions and the writing process *Glencoe Literature* McGraw-Hill Staff,2001-07 **Spotlight on Literacy 2000** ,2000 *Celebrating Authors* Danice M. Von Feldt,1997 Classroom Assessment Catherine S. Taylor,Susan Bobbitt Nolen,2005 For Classroom Assessment and Test and Measurement courses in Education Departments This exceptionally lucid and practical new assessment text provides a wealth of powerful concrete examples that help students to understand assessment concepts and to effectively use assessment to support learning The book offers unique coverage of ways to use assessment to support student learning across the developmental span from Kindergarten through high school The book also provides more coverage than any other classroom assessment text of how to adapt assessment to the needs of students with disabilities and students whose first language is not English

The Enigmatic Realm of **Persuasive Letter Writing Rubric 2nd Grade**: Unleashing the Language is Inner Magic

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