

12.018 Expository/Argument Writing

Expository Writing Rubric

Directions: Review the rubric to see how your Expository/Argument/Graphic Organizer and Rough Draft will be graded.

Criteria	1 point	2 point	3 point	4 point	5 point
Planning	My graphic organizer includes all the following: a topic sentence, 3-4 main sentences, 3-4 reasons, details, sentences containing sentences and linking sentences.	My graphic organizer includes all the following: a topic sentence, 3-4 main sentences, 3-4 reasons, details, sentences containing sentences and linking sentences.	My graphic organizer includes all the following: a topic sentence, 3-4 main sentences, 3-4 reasons, details, sentences containing sentences and linking sentences.	My graphic organizer includes all the following: a topic sentence, 3-4 main sentences, 3-4 reasons, details, sentences containing sentences and linking sentences.	My graphic organizer includes all the following: a topic sentence, 3-4 main sentences, 3-4 reasons, details, sentences containing sentences and linking sentences.
Topic and Evidence	My writing includes a central idea that has evidence to support it.	My writing includes a central idea that has evidence to support it.	My writing includes a central idea that has evidence to support it.	My writing includes a central idea that has evidence to support it.	My writing includes a central idea that has evidence to support it.
Writing Style	My writing includes all the following transition words that indicate cause and effect, contrast, and comparison: because, since, although, however, but, and, therefore, so, etc.	My writing includes all the following transition words that indicate cause and effect, contrast, and comparison: because, since, although, however, but, and, therefore, so, etc.	My writing includes all the following transition words that indicate cause and effect, contrast, and comparison: because, since, although, however, but, and, therefore, so, etc.	My writing includes all the following transition words that indicate cause and effect, contrast, and comparison: because, since, although, however, but, and, therefore, so, etc.	My writing includes all the following transition words that indicate cause and effect, contrast, and comparison: because, since, although, however, but, and, therefore, so, etc.
Quality	My handwriting is clear and easy to read. My graphic organizer and rough draft are complete.	My handwriting is clear and easy to read. My graphic organizer and rough draft are complete.	My handwriting is clear and easy to read. My graphic organizer and rough draft are complete.	My handwriting is clear and easy to read. My graphic organizer and rough draft are complete.	My handwriting is clear and easy to read. My graphic organizer and rough draft are complete.
Total Points					100

Region 10 Expository Essay Rubric

Garth Sundem

A red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located to the right of the author's name.

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Curriculum Design for Writing Instruction Kathy Tuchman Glass,2004-12-09 Replete with strategies examples and reproducibles this guide is invaluable for any teacher who wants to boost student achievement in writing for any subject or grade level *Writing in the Content Areas, Grade 6* Garth Sundem,2006-07-26 Provides techniques lessons plans and ready to use assignments to help integrate the traits of good writing into all areas of the curriculum Writing in the Content Areas, Grade 4 Garth Sundem,2006-08-10 Provides techniques lessons plans and ready to use assignments to help integrate the traits of good writing into all areas of the curriculum **Differentiated Instructional Strategies for Writing in the Content Areas** Carolyn Chapman,Rita King,2009-09-11 Filled with easy to implement ideas clearly explained This book helps teachers differentiate with confidence I absolutely recommend it to ALL teachers Steve Knobl Principal Gulf High School New Port Richey FL Chapman and King have done it again The new edition has so many new activities and strategies for teachers to help students become motivated to write and become better writers Linda Prichard PreK Fifth Grade Instructional Specialist Rutherford County Schools Murfreesboro TN Use writing as a tool for helping students master content Every classroom is made up of students at different levels of proficiency in writing This concise guide helps teachers work with each student s unique skills and needs so that the student learns to apply information demonstrate content mastery think creatively and critically and solve real world problems through writing This updated edition of a best selling book offers explicit strategies for differentiating writing instruction to help students learn content and develop as writers The authors address how to create a climate for writing use flexible groupings differentiate instruction and assess student writing Offering new strategies and activities for effective writing instruction this second edition Covers informational text writing and critical thinking skills Includes guidance for working with English language learners Discusses current research about writing and learning Offers expanded coverage of assessment methods and tools Differentiated Instructional Strategies for Writing in the Content Areas provides educators with the tools they need to address students writing and learning needs across different grade levels developmental stages and learning styles Writing in the Content Areas, Grade 5 Garth Sundem,2005-05-03 Provides techniques lessons plans and ready to use assignments to help integrate the traits of good writing into all areas of the curriculum **Project-Based Learning Tasks for Common Core State Standards , Grades 6 - 8** Schyrlet Cameron,Carolyn Craig,2014-01-15 Project Based Learning Tasks for Common Core State Standards is designed to help middle school students use research skills teamwork communication and critical thinking to solve real life problems Includes a Common Core State Standards matrix Mark Twain Media Publishing Company specializes in providing captivating supplemental books and decorative resources to complement middle and upper grade classrooms Designed by leading educators the product line covers a range of subjects including mathematics sciences language arts social studies history government fine arts and character Mark Twain Media also provides innovative classroom solutions for bulletin

boards and interactive whiteboards Since 1977 Mark Twain Media has remained a reliable source for a wide variety of engaging classroom resources **Resources in Education** ,2001-10 Literacy Instruction with Disciplinary Texts William E. Lewis,John Z. Strong,2020-10-28 To develop strong disciplinary literacy skills middle and high school students need to engage with diverse types of challenging texts in every content area This book provides a blueprint for constructing literacy rich instructional units in English language arts science and social studies The authors describe how to design interconnected text sets and plan lessons that support learning and engagement before during and after reading Presented are ways to build academic vocabulary and background knowledge teach research based comprehension strategies and guide effective discussions and text based writing activities Chapters also cover how to teach students to write argumentative informative and narrative essays and to conduct discipline specific inquiry Special features include sample text sets and 24 reproducible planning templates and other teaching tools purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1 2 x 11 size **Advancing Writing Skills** Nancy Atlee,2005 Educational title for gifted and advanced learners **Assessment for Teaching** Patrick Griffin,2017-10-18 Grounded in contemporary evidence based research the second edition of Assessment for Teaching provides a comprehensive introduction to assessment and teaching in primary and secondary school settings Taking a practical approach to assessment and the collaborative use of data in the classroom this text advances a developmental model of assessment which aims to improve student outcomes through targeted teaching interventions Thoroughly revised and updated to include the latest research this edition features expanded content on collaborative teaching competence assessment learning and assessment and self regulated teaching and learning Each chapter features learning objectives reflective questions an extended exercise to link course content with classroom practice and end of chapter rubrics which help readers assess their own understanding and learning Written by a team of experts from the Assessment Research Centre at the University of Melbourne Assessment for Teaching is an essential resource for both preservice teachers and inservice teachers Effective Scoring Rubrics ,1995

A Teacher's Guide to Using the Common Core State Standards With Gifted and Advanced Learners in the English/Language Arts National Assoc For Gifted Children,Todd Kettler,Elizabeth Shaunessy-Dedrick,2021-09-23 A Teacher s Guide to Using the Common Core State Standards With Gifted and Advanced Learners in the English Language Arts provides teachers and administrators a blueprint for differentiating the Common Core State Standards for English Language Arts for gifted and advanced students through the use of acceleration depth complexity and creativity within and across grade levels It illustrates the differences between learning experiences for typical and advanced students based on the same standard and provides an array of examples across five of the information text and literary text standards while integrating the other aspects of language arts teaching and learning The book highlights implementation features such as classroom management and assessment of student work that allow teachers to make data based decisions about instruction for particular students It

also offers guidance to teachers on reading selections for advanced learners at all grade levels

Building Literacy with English Language Learners Kristin Lems, Leah D. Miller, Tenena M. Soro, 2017-07-05 How can linguistics help teachers of English language learners ELLs improve their instruction What specific competencies do ELLs need to build in order to speak listen read and write in a new language Now revised and expanded with a broader view of literacy this book has guided thousands of inservice and preservice teachers to understand the processes involved in second language acquisition and help ELLs succeed The authors explain relevant linguistic concepts with a focus on what works in today s diverse PreK 12 classrooms Effective teaching strategies are illustrated with engaging classroom vignettes the volume also features instructive discussion questions and a glossary First edition title Teaching Reading to English Language Learners New to This Edition Chapter on digital learning plus new content on digital technology throughout the book Broader view of literacy increased attention to oral language and writing as well as reading Even more user friendly additional classroom suggestions from real teachers vignettes and examples and graphics illustrating linguistic concepts End of chapter challenge questions that inspire deeper reflection Coverage of timely topics such as numeracy and the language innovations of text messages This e book edition features 18 full color figures Figures will appear in black and white on black and white e readers

Test Prep for CCSS Performance Tasks, Grade 8 Schyrlet Cameron, Carolyn Craig, 2015-01-05 Test Prep for CCSS Performance Tasks is a 64 page three book series for grades six through eight It focuses on performance tasks aligned with the Common Core State Standards CCSS for English Language Arts Literacy The series will help familiarize students with tasks and language they may encounter in Common Core assessments Each book include instruction resources rubrics instructional overview instructional strategies and resources for each performance task Mark Twain Media Publishing Company specializes in providing captivating supplemental books and decorative resources to complement middle and upper grade classrooms Designed by leading educators the product line covers a range of subjects including mathematics sciences language arts social studies history government fine arts and character

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 Powerful Writing Structures Adrienne Gear,2020-02-06 This timely book uses thinking structures to deepen student writing It revolves around brain pockets to help students appreciate the qualities of different writing forms Some powerful examples include memory pockets for personal narrative writing fact pockets for nonfiction and imagination pockets for story writing Detailed lesson plans are featured along with sample anchor books and book lists Based on extensive classroom testing student samples throughout the book illustrate this unique approach to teaching writing Suggestions for setting up an effective writing program and assessment tips for guiding instruction complete this comprehensive approach to developing a year long writing program

ICEL2015-10th International Conference on e-Learning Dr Carlton Watson,2015-06-12 These proceedings represent the work of researchers participating in the 10th International Conference on e Learning ICEL 2015 which is being hosted this year by the College of the Bahamas Nassau on the 25 26 June 2015 ICEL is a recognised event on the International research conferences calendar and provides a valuable platform for individuals to present their research findings display their work in progress and discuss conceptual advances in the area of e Learning It provides an important opportunity for researchers and managers to come together with peers to share their experiences of using the varied and expanding range of e Learning available to them With an initial submission of 91 abstracts after the double blind peer review process there are 41 academic Research papers and 2 PhD papers Research papers published in these Conference Proceedings These papers come from some many different countries including Australia Belgium Brazil Canada China Germany Greece Hong Kong Malaysia Portugal Republic of Macedonia Romania Slovakia South Africa Sweden United Arab Emirates UK and the USA A selection of the best papers those agreed by a panel of reviewers and the editor will be published in a conference edition of EJEL the Electronic Journal of e Learning www.ejel.com These will be chosen for their quality of writing and relevance to the Journal s objective of publishing papers that offer new insights or practical help into the application e Learning Literacy in Grades 4-8 Nancy L. Cecil,Joan P. Gipe,Merrill E. Marcy,2017-07-05 Comprehensive yet succinct and readable Literacy in Grades 4 8 Third Edition offers a wealth of practical ideas to help preservice and practicing teachers create a balanced and comprehensive literacy program while exploring the core topics and issues of literacy in grades 4 through 8 It addresses teaching to standards differentiating instruction for readers and writers motivating students using assessment to inform instruction integrating technology into the classroom working with English learners and struggling readers and connecting

with caregivers Selected classroom strategies procedures and activities represent the most effective practices according to research and the many outstanding classroom teachers who were observed and interviewed for the book The Third Edition includes added material connecting the Common Core State Standards to the instruction and assessment of literacy skills a combined word study and vocabulary chapter to help readers integrate these important topics in their teaching more on technology including comprehension of multimodal texts enhancing writing instruction with technology tools and teaching activities with an added technology component added discussion of teacher techniques during text discussions strategic moves that help students become more strategic readers Key features In the Classroom vignettes more than 50 activities some with a technology component questions for journal writing and for projects and field based activities troubleshooting sections offering alternative suggestions and activities for those middle grade students who may find a particular literacy focus challenging

Building Literacy with Multilingual Learners Kristin Lems, Tenena M. Soro, Gareth Charles, 2024-02-29 Now in a revised and expanded third edition this established course text and teacher guide explores the processes involved in second language acquisition and translates the research into practical instructional strategies for PreK 12 Engaging classroom vignettes and personal reflections from the authors and other seasoned educators bring the teaching methods and linguistic concepts to life Highlighting ways to draw on emergent bilingual and multilingual students strengths the book presents innovative learning activities lesson planning ideas technology applications downloadable reproducible forms and other resources Pedagogical features include key vocabulary and study questions in every chapter plus an end of book glossary Second edition title Building Literacy with English Language Learners Key Words Subject Areas English as a second language ELLs ESL TESOL bilingual education teaching teachers dual language programs reading methods graduate classes courses textbooks instruction translanguageing emergent bilinguals equity based second language acquisition classrooms Audience Teachers of 4 to 17 year olds grades PreK 12 in ESL bilingual and general education teacher educators and students in ESL TESOL certification programs ELL specialists literacy specialists and coaches Writing Instruction for English Learners Eugenia Mora-Flores, 2008-10-29 Focusing on narrative expository and persuasive writing and poetry this guide provides strategies and tools to facilitate writing development for English learners in Grades 2 8

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where α is the resulting vector angle y is the resulting vector vertical offset c is the sum of the two force vectors a is the first force vector b is the second force vector

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