

Name: _____

Essay

Common Core State Standards Information Writing Rubric (Grades 9-10)

Goal: Write informative texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective collection, organization and analysis of content.

	5—Exceptional	4—Developed	3—Adequata	2—Developing	1—Inadequate
Focus: Text addresses topic, organizes complex ideas, concepts, and information to make important connections, includes relevant supporting graphics and multimedia when useful.	The text effectively addresses topic. The text consistently organizes complex ideas to make important connections and includes fitting supporting graphics and multimedia when useful.	The text clearly addresses topic. The text organizes complex ideas to make important connections and includes thoughtful supporting graphics and multimedia when useful.	The text addresses topic. The text generally organizes complex ideas to make important connections and includes supporting graphics and multimedia when useful.	The text begins to address topic. The text is underdeveloped and does not consistently organize and/or understand.	The text's topic is unclear or unclear. The text is disorganized with frequent and/or irrelevant supporting graphics.
Development: Text develops topic with relevant, relevant, and sufficient support that is accurately related to the audience's knowledge of topic.	The text thoroughly develops topic with sufficient, relevant, and sufficient support that is accurately related to the audience's knowledge of topic.	The text clearly develops topic with sufficient, relevant, and sufficient support that is accurately related to the audience's knowledge of topic.	The text develops topic with relevant, relevant, and sufficient support that is accurately related to the audience's knowledge of topic.	The text's topic is underdeveloped due to insufficient and/or insufficient support that is not accurately related to the audience's knowledge of topic.	The text's topic is not developed due to insufficient and/or insufficient support that is not accurately related to the audience's knowledge of topic.
Organization: Text uses appropriate and varied transitions to link the major sections of a text, create coherence and clearly the relationships between ideas.	The text effectively and consistently uses appropriate and varied transitions to link the sections of text, create coherence and clearly the relationships between ideas.	The text clearly uses appropriate and varied transitions to link the sections of text, create coherence and clearly the relationships between ideas.	The text clearly uses appropriate and varied transitions to link the sections of text, create coherence and clearly the relationships between ideas.	The text clearly uses appropriate transitions to link the sections of text, create coherence and clearly the relationships between ideas.	The text does not use appropriate transitions to link the sections of text, create coherence and clearly the relationships between ideas.
Language: Text uses precise language and domain-specific vocabulary to manage the complexity of topic.	The text uses sophisticated and precise language and domain-specific vocabulary to manage the complexity of topic.	The text uses thoughtful and precise language and domain-specific vocabulary to manage the complexity of topic.	The text consistently uses precise language and domain-specific vocabulary to manage the complexity of topic.	The text uses inconsistent language and does not consistently use domain-specific vocabulary to manage the complexity of topic.	The text uses vague language and does not consistently use domain-specific vocabulary to manage the complexity of topic.
Style/Conventions: Text consistently uses appropriate and relevant a formal style and objective tone. The text consistently follows standard guidelines.	The text consistently establishes and maintains a formal style and objective tone. The text consistently follows standard guidelines.	The text generally establishes and maintains a formal style and objective tone. The text follows standard guidelines.	The text consistently establishes and maintains a formal style and objective tone. The text consistently follows standard guidelines.	The text rarely establishes a formal style and/or objective tone. The text rarely follows standard guidelines.	The text does not establish a formal style and objective tone. The text's style does not consistently follow standard guidelines.
Conclusion: Text's conclusion follows form and supports the information presented.	The conclusion strongly and logically supports the information presented.	The conclusion clearly and logically supports the information presented.	The conclusion generally supports the information presented.	The conclusion only partially supports the information presented.	The conclusion does not support the information presented or is missing.

Comments:

Common Core Rubrics For Writing

Charles R. Duke, Rebecca Sanchez



Common Core Rubrics For Writing:

Big Skills for the Common Core Amy Benjamin, Michael Hugelmeier, 2013-09-27 Zoom in on the academic skills students are required to learn in reading writing speaking listening and language This book cuts through all of the Common Core jargon and gets right to the heart of what students need to learn now Big Skills for the Common Core is packed with engaging strategies you can use immediately to improve your students literacy skills and help them retain those skills Special features include Charts that break down the skills for each anchor standard and put them into teacher friendly language **BONUS** The charts highlight the big shifts for teachers for discussion and sharing Practical strategies to help students tackle and understand complex texts Helpful ideas for teaching argument writing plus writing rubrics and assessment strategies Clear information on Tier II and Tier III words and how to teach them In addition each section of the book ends with Classroom Close Ups which take you inside real classrooms that are implementing the Common Core You'll see the standards in action across the curriculum and get takeaway tips you can use tomorrow in your own classroom Writing Behind Every Door Heather Wolpert-Gawron, 2014-04-24 For students to become college ready writers they must be exposed to writing throughout the school day not just in English class This practical book shows teachers in all subject areas how to meet the Common Core State Standards and make writing come alive in the classroom Award winning educator Heather Wolpert-Gawron provides effective and exciting ideas for teaching argument writing informational writing project based writing and writing with technology Each chapter is filled with strategies prompts and rubrics you can use immediately Special Features A variety of writing strategies that work in any subject area Tips for developing meaningful prompts Diagrams and templates that you can use with your students Rubrics for assessing writing as well as ideas for having students create their own rubrics Samples of student work in different formats Ideas for teaching students to break the Google homepage habit and conduct effective research Cross curricular writing assignments for science history ELA electives and PE Suggestions for teaching summary writing an essential academic skill Ideas for staff professional development on Common Core writing

Mapping Comprehensive Units to the ELA Common Core Standards, K-5 Kathy Tuchman Glass, 2012-04-26 Consultant and former teacher Glass helps K-5 teachers make sense of the new Common Core State Standards in English language arts ELA and presents numerous classroom activities differentiation ideas and rubrics She introduces a process for developing a unit of study using the ELA Common Core Standards and includes a template with each key component explained in detail There is also a lesson design template and sample lessons using the template The website provides reproducibles for classroom use Annotation 2012 Book News Inc Portland OR booknews.com Writer's Workshop for the Common Core Warren Combs, 2014-01-09 Writing instruction expert Warren Combs presents a step by step plan for teaching writing workshops that are aligned to the Common Core State Standards The book is filled with practical mini lessons strategies and tools for every stage of the writing process from prewriting through publication Scripting is provided to show

teachers how to model each strategy for students In addition Dr Combs shows how teachers can use the following elements The concepts Voice Pictures and Flow to help students understand the essential elements of writing The words Invite Model Write Look and Learn to model effective writing for students and have them learn from your example Revision strategies such as Jot and Blend Combining Sentences Writing Leads and Writing Closes Peer revision using Peer Assisted Learning Systems PALS Student self assessment rubrics The book also includes scoring guides and pacing guides to help teachers implement writing workshops more easily As Dr Combs demonstrates you can give workshops more structure while still making writing come alive for your students *Handbook of Formative Assessment in the Disciplines* Heidi L.

Andrade,Randy E. Bennett,Gregory J. Cizek,2019-05-14 The Handbook of Formative Assessment in the Disciplines meaningfully addresses current developments in the field offering a unique and timely focus on domain dependency Building from an updated definition of formative assessment the book covers the integration of measurement principles into practice the operationalization of formative assessment within specific domains beyond generic strategies evolving research directions including student involvement and self regulation and new approaches to the challenges of incorporating formative assessment training into pre service and in service educator training As supporters of large scale testing programs increasingly consider the potential of formative assessments to improve teaching and learning this handbook advances the subject through novel frameworks intersections of theory research and practice and attention to discernible disciplines Written for instructors graduate students researchers and policymakers each chapter provides expert perspectives on the procedures and evaluations that enable teachers to adapt teaching and learning in process toward student achievement

Literacy Assessment and Intervention for Classroom Teachers Beverly A. DeVries,2019-05-31 The fifth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed DeVries thoroughly explores the major components of literacy offering an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Updated to reflect the needs of teachers in increasingly diverse classrooms the fifth edition addresses scaffolding for English language learners and offers appropriate instructional strategies and tailored teaching ideas to help both teachers and their students Several valuable appendices include assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities and other resources New to the Fifth Edition Up to date and in line with ILA CCSS and most state and district literacy standards this edition also addresses the important shifts and evolution of these standards New chapter on Language Development Speaking and Listening covers early literacy assessment and interventions New intervention strategies and activities are featured in all chapters and highlight a stronger technology component Updated Companion Website with additional tools resources and examples of teachers using assessment strategies Striking a Balance Nancy

L. Cecil, Albert Lozano, Mae Chaplin, 2020-05-04 Now in its sixth edition *Striking a Balance* clearly illustrates how to create a comprehensive early literacy program that places direct skills instruction within the context of rich and varied reading and writing experiences. Text discussions, dynamic activities, and valuable appendices provide a variety of effective instructional resources selected based on research and teacher testimonials. The sixth edition incorporates recent updates to national and state standards as well as expanded sections on working with English language learners and students with special needs while maintaining the book's essential features: classroom vignettes, discussion questions, field-based activities, a student website, and study guide. An essential resource for early literacy instructors, this textbook's practical approach fundamentally demonstrates how children develop authentic literacy skills through a combination of direct strategy instruction and motivating contexts.

Common Core Practice Writing to Texts Grade 4 Newmark Learning, LLC, 2013-01-01 Teacher Resource Book

Romeo and Juliet: Teachers Edition, 2012-10-09 This edition of William Shakespeare's *Romeo and Juliet* is the perfect companion to teachers. In this annotated teachers edition, the unabridged version of the book is included along with five days worth of lesson plans, a study guide, and a biography about the life and times of Shakespeare. We all need refreshers every now and then. Whether you are a student trying to cram for that big final or someone just trying to understand a book more, BookCaps can help. We are a small but growing company and are adding titles every month.

Lesson Plans: William Shakespeare LessonCaps, 2014-01-25 How do you teach Shakespeare in school? This book provides five-day lesson plans for over a dozen of Shakespeare's greatest known plays. Lesson plans include *Julius Caesar*, *Coriolanus*, *Othello*, *As You Like It*, *Hamlet*, *Macbeth*, *Romeo and Juliet*, *A Midsummer's Night Dream*, *Richard III*, *Love's Labour's Lost*, *Anthony and Cleopatra*, *Henry V*, *King Lear*, and *The Tempest*. Each lesson plan may also be purchased separately.

Assessing Historical Thinking and Understanding Bruce A. VanSledright, 2013-07-31 *Assessing Historical Thinking and Understanding* advocates for a fundamental change in how educators think about making sense of learners developing cognition and understanding in history. Author Bruce VanSledright argues that traditional and typical standardized testing approaches are seldom up to the task of measuring the more complex understandings students are asked to attain as they cannot fully assess what the student knows. Rather, he points forward along a path toward changes in learning, teaching, and assessing that closely aligns with the Common Core State Standards. He delves into the types of history knowledge the standards require, illustrates how they can be applied in use in history learning contexts, and theorizes how the standards might fit together cognitively to produce deep historical understandings among students in teaching learning contexts. By providing a variety of assessment strategies and items that align with the standards and identifying rich, useful assessment rubrics applicable to the different types of assessments, he offers an important resource for social studies teachers and curriculum writers alike.

Common Core Literacy Lesson Plans Lauren Davis, 2014-05-22 Schools nationwide are transitioning to the Common Core, our advice to you: Be prepared but don't go it alone. Our new book *Common Core Literacy*

Lesson Plans Ready to Use Resources 9 12 shows you that teaching the Common Core State Standards in high school doesn't have to be intimidating. This easy-to-use guide meets the particular needs of high school teachers. It provides model lesson plans for teaching the standards in reading, writing, speaking, listening, and language. Get engaging lesson plans that are grade appropriate for teens, easy to implement, and include ready-to-use reproducible handouts, assessments, resources, and ideas to help you modify the lesson for both struggling and advanced learners. Our Common Core Literacy Lesson Plans are equally effective for both English and content area teachers; the plans are designed to fit seamlessly into your high school curriculum. You get practical tips for revamping your existing lessons to meet the standards. High school students learn how to answer text-based questions, read informational texts, conduct research, write arguments, and improve their speaking and listening skills. We take the guesswork out of Common Core lesson plans with this practical, easy-to-use guide. All lesson plans are grade appropriate, but every lesson plan includes Common Core State Standards covered in the lesson, Overview of objectives and focus of the lesson, Background knowledge required, and time required. A detailed step-by-step agenda for the lesson, plus a materials list, Differentiation ideas to adapt the lesson for different kinds of learners, Assessment ideas including rubrics and scoring guides, A place for your notes, what worked, what can improve. Bonus: We show you how to extend the lessons into longer units to suit your particular grade's curriculum, and even help you create more of your own lessons.

Common Core Writing Diana Rookstool, 2016-01-22 Common Core Writing for English Language Arts and across Content Areas Grades 6-8 by Diana Rookstool is a helpful resource book for teachers and students. This guide contains explanations of the four main California Common Core State Standards writing text types: Informative, Explanatory, Argumentative, Narrative, and Short Research. Each section provides a description of the writing type, a comparison of the writing standards throughout 6th, 7th, and 8th grades for ELA and across content areas, a graphic organizer, a student checklist, and a rubric based on the Smarter Balanced Performance Task Scoring Rubrics. The ending sections of the book include references for: A shortened MLA Modern Language Association format for research, How to use quotations to cite evidence, A rubric for single paragraph responses, A list of transition words and phrases, A section of grammar and writing tips to maintain a formal style, Formatting an essay, Steps to avoid plagiarism, Steps to edit and revise an essay, A student reflection page.

Macbeth, 2012-11 This edition of William Shakespeare's *Macbeth* is the perfect companion to teachers. In this annotated teachers' edition, the unabridged version of the book is included along with five days worth of lesson plans, a study guide, and a biography about the life and times of Shakespeare. We all need refreshers every now and then. Whether you are a student trying to cram for that big final or someone just trying to understand a book more, BookCaps can help. We are a small but growing company and are adding titles every month.

Writer's Workshop for the Common Core Warren E. Combs, 2011-11-14 Writing instruction expert Warren Combs presents a step-by-step plan for teaching writing workshops that are aligned to the Common Core State Standards. The book is filled with practical mini-lessons, strategies, and tools for every stage of the writing process, from

prewriting through publication Scripting is provided to show teachers how to model each strategy for students In addition Dr Combs shows how teachers can use the following elements The concepts Voice Pictures and Flow to help students understand the essential elements of writing The words Invite Model Write Look and Learn to model effective writing for students and have them learn from your example Revision strategies such as Jot and Blend Combining Sentences Writing Leads and Writing Closes Peer revision using Peer Assisted Learning Systems PALS Student self assessment rubrics The book also includes scoring guides and pacing guides to help teachers implement writing workshops more easily As Dr Combs demonstrates you can give workshops more structure while still making writing come alive for your students

Adolescent Literacy in the Era of the Common Core Jacy Ippolito, Joshua Fahey Lawrence, Colleen Zaller, 2013 Adolescent Literacy in the Era of the Common Core provides school leaders teachers and others with strategies and best practices for advancing adolescent literacy in the classroom Exceptionally clear and accessible the book addresses a full range of topics in this vitally important field including disciplinary literacy vocabulary instruction classroom discussion motivation and engagement related to digital literacy the use of multiple texts and writing to learn This book presents usable knowledge of the highest order and of immediate value to school leaders and teachers It will be required reading for all educators concerned with promoting and furthering adolescent literacy today This volume is packed with new and useful ideas for educators working to promote adolescent literacy Six essential and critical domains are discussed providing instructional examples and frameworks for classroom use This is the right book at the right time describing instruction aligned with the Common Core State Standards Rita M Bean professor emerita University of Pittsburgh A must read for middle and high school content teachers instructional literacy coaches and administrators This book quickly brings newcomers up to date and both affirms and builds upon what others already know Teachers and administrators alike will leave the book fully prepared for implementation of the Common Core State Standards and new technologies This is a resource that won't just sit on a shelf Nancy L Shanklin literacy language and culturally responsive teaching program School of Education and Human Development University of Colorado Denver The editors present research and practice that address six essential domains of adolescent literacy instruction Readers will find instructional strategies that they can do now as well as guiding principles for ongoing professional development Pamela A Mason director Language and Literacy Program and Jeanne Chall Reading Lab Harvard Graduate School of Education Jacy Ippolito is an assistant professor in the School of Education at Salem State University Joshua Fahey Lawrence is an assistant professor of Language Literacy and Technology in the Department of Education at University of California Irvine Colleen Zaller has a master's degree in applied linguistics with a focus on adolescent literacy and language development among English language learners

Assessing Writing Across the Curriculum Charles R. Duke, Rebecca Sanchez, 2001 Assessing Writing Across the Curriculum offers guidelines for effective assessment of student writing performance in various content areas such as English science mathematics and social studies

at the junior or senior high school level The book suggests a change in teaching methodology in order to make writing a key part of the instructional process Written by teachers it offers examples of applications and tools for assessment concluding with a list of additional resources for further research Assessing Writing Across the Curriculum addresses issues such as assignment design communication of expectations scoring rubric design and student involvement in writing assessment It emphasizes writing to learn versus writing to test This change in emphasis allows the student to understand how writing can contribute to his or her thinking and learning about a subject The book utilizes the knowledge editors Duke and Sanchez have accumulated in directing National Writing Project sites and in their extensive in service work on writing assessment with teachers

WPA, Writing Program Administration, 2005 *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

The State of State English Standards, 2005 Sandra Stotsky, 2005

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