

PERSUASIVE WRITING *Rubric*

NAME:

	9-10	4-8	0-3	
Paragraph 1 Appeal and Position Statement	The writer knows the reader well and successfully connects to him/her, an attention grabber is used and the writer has a clear & persuasive position statement.	The writer connects to the reader, appeals for his/her attention and has a position statement, although one or more of these components could use improvement.	The writer fails to connect with the reader and/or a statement of position cannot be determined.	X 1-5 ____/15
Body Paragraphs/ Supporting Detail	Ample evidence, including research, clearly and persuasively supports the position; the opposing argument is anticipated and refuted. Organization is clear and paragraphs are focused. Arguments are effective.	Evidence & research sufficiently support the position. Opposing argument/possible questions/research is addressed. Some gaps in reasoning may exist, organization may be confusing and arguments may be ineffective at times.	Evidence to support the argument is lacking, and/or significant gaps in reasoning exist. The argument is not persuasive.	X 3 ____/30
Last Paragraph Call to Action	Final arguments are made and the reader is called to act in a clear and specific manner. The conclusion is compelling and persuasive.	The reader is called to act. Final arguments could be more persuasive.	A call to action is missing or ineffective.	X 1-5 ____/15
Persuasive Devices	Two or more of the persuasive devices studied in class are clearly used (and labeled) in an effective manner.	Two or more persuasive devices studied in class are used (labels may be missing and/or devices may be ineffective).	Only one or none of the persuasive devices studied in class are used/labeled.	____/10
Conventions	Grammar, punctuation and spelling are correct.	Grammar, punctuation and spelling are generally correct. A few minor errors may occur.	Errors impede the understandability of the paper.	____/10
Citations & Works Cited Page	In text citations are correctly formatted & the Works Cited page is correct.	In text citations & the Works Cited page are mostly correct.	Citations & Works Cited page are mostly incorrect.	____/10
	An addressed/stamped envelope along with an			

Grade 4 Persuasive Writing Rubric

Sitter



Grade 4 Persuasive Writing Rubric:

A Complete Guide to Rubrics Audrey M. Quinlan, 2012 This book takes a developmental perspective at the use of scoring rubrics to assess student work Citing developmental characteristics of each age the author presents examples and adaptations of assessment rubrics on a variety of subjects for teachers from kindergarten through adult college After a presentation of foundation information on rubrics separate chapters are devoted to each grade level from primary through adult Written so that each chapter can be addressed independently the book provides additional chapters devoted to assessing technological topics and using rubrics with students with special needs The final chapters provide practical information to help teachers to create their own rubrics and to covert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included

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

Writing Engagement, Grade 5 Sitter, 2002-01-01 These fun writing exercises will improve students understanding of the writing process along with their language arts skills This engaging reinforcement workbook includes reproducible practice and application work pages evaluation rubrics for teacher and students student writing prompts writing skills tests and an answer key Unit topics include using commas narrative writing expository writing writing a persuasive essay writing a vignette using adjectives and adverbs and more 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

Writing Engagement, Grade 5 Janet P. Sitter, Ph.D., 2002-01-01 These fun writing exercises will improve students understanding of the writing process along with their language arts skills This engaging reinforcement workbook includes reproducible practice and application work pages evaluation rubrics for teacher and students student writing prompts writing skills tests and an answer key Unit topics include using commas narrative writing expository writing writing a persuasive essay writing a vignette using adjectives and adverbs and more Aligned with Common Core State Standards 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

Teaching Writing With Rubrics Laura A. Flynn, Ellen M. Flynn, 2004-03-29 What a gift I

used your book from the first day Using your guidelines I am now developing my own units and rubrics Rebecca Kennerly
Student Resident Teacher Program University of New Mexico Take the guesswork out of writing instruction and assessment
The step by step instructions scheduling guidelines lesson plans rubric assessments and reproducible forms in this guide are
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the excellent writing your students can produce when provided with a rubric and challenged to do their best Once you have
used the strategies and materials in this guide you may wonder how you ever got along without them Gwen

Doty,2011-09-01 Learn how to create relevant and appropriate assessments throughout the learning cycle so your students
will have ample opportunity to show competence in ways that make sense to them and are in accordance with their readiness
levels This model regards assessment as part of a cycle of continuous learning by both teachers and students that results in
all students meeting expected standards

Writing Engagement, Grade 8 Sitter,2002-01-01 These fun writing exercises
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Sitter, Ph.D.,2002-01-01 These fun writing exercises will improve students understanding of the writing process along with
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Student Achievement Goal Setting Leslie Grant, James Stronge, 2013-10-11 The first book in the James H Stronge Research to Practice series focuses on improving student achievement through academic goal setting It offers the tools and plan of action to use performance data to improve instructional practice and increase student achievement **Fair Isn't Always Equal** Rick Wormeli, 2006 Differentiated instruction is a nice idea but what happens when it comes to assessing and grading students What's both fair and leads to real student learning Fair Isn't Always Equal answers that question and much more Rick Wormeli offers the latest research and common sense thinking that teachers and administrators seek when it comes to assessment and grading in differentiated classes Filled with real examples and gray areas that middle and high school educators will easily recognize Rick tackles important and sometimes controversial assessment and grading issues constructively The book covers high level concepts ranging from rationale for differentiating assessment and grading to understanding mastery as well as the nitty gritty details of grading and assessment such as whether to incorporate effort attendance and behavior into academic grades whether to grade homework setting up grade books and report cards to reflect differentiated practices principles of successful assessment how to create useful and fair test questions including how to grade such prompts efficiently whether to allow students to re-do assessments for full credit This thorough and practical guide also includes a special section for teacher leaders that explores ways to support colleagues as they move toward successful assessment and grading practices for differentiated classrooms DIY Project Based Learning for Math and Science Heather Wolpert-Gawron, 2016-02-05 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 for Math and Science 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 Math and Science 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 five 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 www.routledge.com 9781138891609 so you can print

and use them in your classroom immediately *Tools Students Need to Be Skillful Writers* Phyllis Hostmeyer, 2012-10-23

Diagram no more inspire all your student writers Imagine leaving behind the drudgery of diagramming sentences Imagine instead joyful writers who are capable of revising their work and writing effectively By taking writing down to its basic building block a solid sentence and advancing from there students will develop confidence enjoy creating sentences and ultimately empower each other as writers Lessons for Grades 3 12 include A variety of sentence patterns presented in a logical sequence An explanation of each pattern s structure and conventions Reinforcement activities and sample sentences for each pattern Activities to develop the necessary instructional vocabulary As students become engaged in the process they will work toward Meeting the Common Core State Standards for Language Arts Understanding and using basic sentence structures Recognizing what makes a sentence effective Learning to put sentences together to write effective paragraphs This indispensable handbook serves as a blueprint for instruction and unit development by emphasizing the end goal preparing students to be effective writers Along the way all students including English language learners will gain the fluency and automaticity needed for effective daily writing and for success on high stakes tests Hostmeyer provides the tools teachers need to make grammar instruction meaningful and engaging so students build the knowledge they need to craft not only sentences but strong pieces of writing that meet the demands of the Common Core Carol Gallegos Literacy Coach Hanford Elementary School District Hanford CA The author s knowledge of how students learn passion for finding ways to teach sentence patterns and willingness to share those strategies with the world all combine to make this a book that every writing teacher can use Norma Barber Language Arts Teacher Ukiah School District 80R Ukiah OR **Students Taking Charge** Nancy Sulla, 2013-07-23 The Common Core State Standards demand a level of understanding that requires students to engage with content *Students Taking Charge Inside the Learner Active Technology Infused Classroom* focuses on increasing academic rigor fostering student engagement and increasing student responsibility for learning Teachers and administrators who recognize the needs of today s society and students and their impact on teaching and learning can use this book to create student centered classrooms that make technology a vital part of their lessons Filled with practical examples and step by step guidelines *Students Taking Charge* will help educators design innovative learning environments that allow students to take ownership of learning so they can achieve at high levels and meet the rigorous requirements of the Common Core These innovative learning environments also empower students through problem based learning and differentiation where students pose questions and actively seek answers Computer technology is then used seamlessly throughout the day for information communication collaboration and product generation Check out the learner active classroom in action <https://www.youtube.com/watch?v=zjyicIWVJ> <https://www.youtube.com/watch?v=1zoXfaY0XhU> <https://www.youtube.com/watch?v=y91flkGcyX4> https://www.youtube.com/watch?v=fjHH_ujBIFw Resources in Education , 2001-10

Writer's Choice Writing Assessment and Evaluation Rubrics Grade 12 McGraw-Hill Staff, 2000-09 **Using RTI to**

Teach Literacy to Diverse Learners, K-8 Sheila Alber-Morgan, 2010-04-05 In a small volume Sheila Alber Morgan addresses RTI in a much more comprehensive way than other texts The book provides critical features of RTI across reading writing handwriting and spelling and is packed with practical information for each tier Nancy L Cooke Associate Professor of Special Education University of North Carolina at Charlotte Alber Morgan clearly and concisely articulates the theoretical and empirical bases of RTI an important and worthy achievement For the classroom teacher her book provides numerous assessment and instructional strategies for turning the great promise of RTI into reality for students William L Heward Professor Emeritus The Ohio State University Practical intervention strategies for diverse learners who struggle with literacy Literacy is a critical foundational skill for success in school and throughout adulthood Covering both reading and writing instruction this book shows K 8 teachers how to build the literacy skills of diverse learners including those with disabilities and those from culturally and linguistically diverse backgrounds in inclusive classrooms Sheila Alber Morgan discusses instruction and assessment within a Response to Intervention RTI framework and demonstrates how to provide targeted support to students struggling with literacy or those who may require special attention to achieve success Providing specific interventions for tiers 1 2 and 3 this book offers Evidence based practices such as guided note taking the use of response cards peer mediated instruction self monitoring and direct instruction Strategies for phonemic awareness fluency vocabulary and comprehension Methods for teaching handwriting spelling keyboarding and the writing process A discussion on using thematic units to integrate reading and writing With sample assessments graphic organizers and brief case studies of students this timely volume assists teachers and literary specialists in providing the support that diverse learners need to succeed

Explicit Instruction Anita L. Archer, Charles A. Hughes, 2011-02-22 Explicit instruction is systematic direct engaging and success oriented and has been shown to promote achievement for all students This highly practical and accessible resource gives special and general education teachers the tools to implement explicit instruction in any grade level or content area The authors are leading experts who provide clear guidelines for identifying key concepts skills and routines to teach designing and delivering effective lessons and giving students opportunities to practice and master new material Sample lesson plans lively examples and reproducible checklists and teacher worksheets enhance the utility of the volume Purchasers can also download and print the reproducible materials for repeated use Video clips demonstrating the approach in real classrooms are available at the authors website www.explicitinstruction.org See also related DVDs from Anita Archer Golden Principles of Explicit Instruction Active Participation Getting Them All Engaged Elementary Level and Active Participation Getting Them All Engaged Secondary Level

21st Century Literacy Renita Schmidt, Paul Lee Thomas, 2008-11-09 Renita Schmidt and P L Thomas The guiding mission of the teacher education program in the university where we teach is to create teachers who are scholars and leaders While the intent of that mission is basically sound in theory we instill the idea that teachers at all levels are professionals always learning and growing in knowledge that theory

that philosophical underpinning does not insure that the students who complete our program are confident about the act or performance of teaching In our unique program students work closely with one teacher and classroom for the entire senior year and then are supervised and mentored during their first semester of teaching the program is heavily field based and it depends on the effectiveness of mentoring throughout the methods coursework and the first semester of full time teaching Students tell us this guidance and support is invaluable and yet we feel the disjuncture between university and school just as many of you in more traditional student teaching settings Students hear best practice information from us in methods classes and they receive ample exposure to the research supporting our field but have a hard time implementing research based practices in their cla room settings and an even harder time finding it in the classrooms around them **Parallel**

Curriculum Units for Language Arts, Grades 6-12 Jeanne H. Purcell,Jann H. Leppien,2009-08-25 Sample units demonstrate how to use the Parallel Curriculum Model to design high quality curriculum in language arts Each unit includes instructions assessments and skills standards 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

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Table of Contents Grade 4 Persuasive Writing Rubric

1. Understanding the eBook Grade 4 Persuasive Writing Rubric
 - The Rise of Digital Reading Grade 4 Persuasive Writing Rubric
 - Advantages of eBooks Over Traditional Books
2. Identifying Grade 4 Persuasive Writing Rubric
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Grade 4 Persuasive Writing Rubric
 - User-Friendly Interface
4. Exploring eBook Recommendations from Grade 4 Persuasive Writing Rubric
 - Personalized Recommendations
 - Grade 4 Persuasive Writing Rubric User Reviews and Ratings
 - Grade 4 Persuasive Writing Rubric and Bestseller Lists
5. Accessing Grade 4 Persuasive Writing Rubric Free and Paid eBooks
 - Grade 4 Persuasive Writing Rubric Public Domain eBooks
 - Grade 4 Persuasive Writing Rubric eBook Subscription Services
 - Grade 4 Persuasive Writing Rubric Budget-Friendly Options
6. Navigating Grade 4 Persuasive Writing Rubric eBook Formats

- ePub, PDF, MOBI, and More
 - Grade 4 Persuasive Writing Rubric Compatibility with Devices
 - Grade 4 Persuasive Writing Rubric Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Grade 4 Persuasive Writing Rubric
 - Highlighting and Note-Taking Grade 4 Persuasive Writing Rubric
 - Interactive Elements Grade 4 Persuasive Writing Rubric
 8. Staying Engaged with Grade 4 Persuasive Writing Rubric
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Grade 4 Persuasive Writing Rubric
 9. Balancing eBooks and Physical Books Grade 4 Persuasive Writing Rubric
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Grade 4 Persuasive Writing Rubric
 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
 11. Cultivating a Reading Routine Grade 4 Persuasive Writing Rubric
 - Setting Reading Goals Grade 4 Persuasive Writing Rubric
 - Carving Out Dedicated Reading Time
 12. Sourcing Reliable Information of Grade 4 Persuasive Writing Rubric
 - Fact-Checking eBook Content of Grade 4 Persuasive Writing Rubric
 - Distinguishing Credible Sources
 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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