

NAME:

Five Paragraph Essay Rubric

	Exceeds Expectations	Meets Expectations	Below Expectations	Far Below Expectations	Score
Requirements 5 pts.	All of the written requirements (8 of paragraphs, 12pt font, Times New Roman, heading)	Almost all of the written requirements were met.	Most of the written requirements were met.	Many requirements were not met.	
Introduction and thesis statement 20 pts.	The introduction includes a hook and transitions to the thesis statement. The thesis statement names the topic of the essay and outlines the main points to be discussed.	The introduction includes a hook, transitions to the thesis statement, and is mostly effective. The thesis statement names the topic of the essay.	A hook is present though not followed by important information. The essay includes an attempt at an introduction paragraph, though it is not smooth and doesn't include a complete thesis statement.	A hook is missing or weak and important information is absent. There is an attempt at an introduction paragraph, but it is not developed and does not include a thesis statement.	
Body Paragraph Organization (3 required) 20 pts.	Each of the body paragraphs includes a creative and well-written topic sentence, effectively constructed sentences with supporting details, smooth transitions, wrap-up sentence that presents a closing idea.	Each of the body paragraphs includes a well-written topic sentence, sentences with supporting details, transitions, and a wrap-up sentence.	Each of the body paragraphs includes a topic sentence and supporting sentences, but is not an easy read and often lacks transitions.	Some or all of the body paragraphs lack topic sentences. The organization of some or all of the body paragraphs make for a difficult read because of poor sentence structure or lack of transitions.	
Supporting Details/ Examples/ Development 20 pts.	The paragraphs include all of the necessary points that support the position statement.	The paragraphs include some of the necessary points that support the position statement.	The paragraphs include few of the necessary points that support the position statement.	The paragraphs include few to none of the necessary points that support the position statement.	
Conclusion 20 pts.	The conclusion is strong and leaves the reader solidly understanding the writer's position. The paragraph includes an effective restatement of the position statement.	The conclusion is recognizable. The author's position is restated at a logical point in the paragraph.	The conclusion is awkward. The author's position is restated within the closing paragraph, but it may not be in a logical point.	The thesis is not restated or is found in the same wording as the introduction. The essay is not summed up.	
Conventions 15 pts.	Author makes virtually no errors in grammar, spelling or punctuation that distract the reader from the content.	Author makes few errors in grammar, spelling or punctuation that distract the reader from the content.	Author makes some errors in grammar, spelling or punctuation that distract the reader from the content.	Author makes excessive mistakes in grammar, spelling or punctuation that distract the reader from the content.	

Total: _____ / 100

Writing Rubric For 5 Paragraph Essay

White, Eddy, Delaney, Thomas



Writing Rubric For 5 Paragraph Essay:

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 the result of years of research planning and fine tuning in the classroom Inspiring student creativity while addressing standards and meeting the needs of every student has never been so easy Special features include Step by step instructions on how to set up a classroom writing program Eleven comprehensive classroom tested lesson plans Methods for adapting rubrics for high school students gifted students English Language Learners and students with learning disabilities Strategies for evaluating every step of the writing process from pre writing to final draft How to incorporate Six Trait Writing Discover 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 **Beyond the**

Five-paragraph Essay Kimberly Hill Campbell, Kristi Latimer, 2012 Love it or hate it the five paragraph essay is perhaps the most frequently taught form of writing in classrooms of yesterday and today But have you ever actually seen five paragraph essays outside of school walls Have you ever found it in business writing journalism nonfiction or any other genres that exist in the real world Kimberly Hill Campbell and Kristi Latimer reviewed the research on the effectiveness of the form as a teaching tool and discovered that the research does not support the five paragraph formula In fact research shows that the formula restricts creativity emphasizes structure rather than content does not improve standardized test scores inadequately prepares students for college writing and results in vapid writing In **Beyond the Five Paragraph Essay** Kimberly and Kristi show you how to reclaim the literary essay and create a program that encourages thoughtful writing in response to literature They provide numerous strategies that stimulate student thinking value unique insight and encourage lively personal writing including the following Close reading which is the basis for writing about literature Low stakes writing options that support students thinking as they read Collaboration in support of discussion debate and organizational structures that support writing as exploration A focus on students writing process as foundational to content development and structure The use of model texts to write in the form of the literature students are reading and analyzing The goal of reading and writing about literature is to push and challenge our students thinking We want students to know that their writing can convey something important a unique view to share defend prove delight discover and inspire If we want our students to be more engaged skilled writers we need to move beyond the five paragraph essay **RTI Meets Writer's Workshop** Lisa Morris, 2013-03-27 Tiered instruction for our neediest writers There s no shortage of books on how to set up and run a writing workshop But where s the book on teaching our students who struggle most or just aren t engaged And where does RTI fit in Lisa Morris

provides the answers in this practical resource on implementing tiered writing instruction in Grades 2-6. With strategies for each RTI tier, this how-to guide will help you easily incorporate RTI within the writer's workshop framework. Nurture confident writers with well-crafted differentiated lessons. Plan daily, weekly, and year-long lessons with low-stress diagnostic, formative, and summative assessments. Save time with engaging and effective curriculum-based measurement (CBM) techniques and tools. Encourage student self-monitoring through action plans and self-assessments. Tap students' interests in targeted whole-group, small-group, and individual instruction. Meet the needs of all students while transforming struggling writers into confident communicators. Add to that rich classroom examples, student samples, reproducible charts, and in-depth instructional guidance, making this your ultimate RTI writing guide.

Lisa Morris is an elementary school teacher and teacher trainer for the Okaloosa County School District in Fort Walton Beach, FL. While researching for this book, Lisa kept four goals in mind: 1. focus on research-based differentiated instruction and strategies; 2. look closely at formative and summative assessments as well as curriculum-based measurements; 3. show how student assessment drives instruction; and 4. hold true to the foundations of the writer's workshop.

RTI Meets Writer's Workshop is the kind of book every elementary teacher should have. And don't worry, it will not sit on your shelf. You will use it daily to help guide you through the landmines of RTI and writer's workshop.

Nancy Foote, Teacher, San Tan Elementary School, Gilbert, AZ: Amongst all the theory-driven texts on RTI, this book provides a practical, hands-on approach to improving students' writing skills through RTI intervention. The author's approach is tried and true in the classroom and is easily adapted to other classrooms using the writer's workshop.

Gary L. Willhite, Professor of Teacher Education, University of Wisconsin-La Crosse: **HELPING STUDENTS WITH DISABILITIES DEVELOP SOCIAL SKILLS, ACADEMIC LANGUAGE AND LITERACY THROUGH LITERATURE STORIES, VIGNETTES, AND OTHER ACTIVITIES**

Duran, Elva, Gonzales, Rachael, Park, Hyun-Sook, 2016-12-05. This social skills manual will present to teachers and parents lesson plans complete with literature stories, vignettes, and other activities to help students with disabilities develop social skills in all their environments. The general skills and social skills at work are presented within detailed lesson plans that place emphasis on the vocabulary and the different lesson plan objectives that are essential to each lesson. These generic skills will enhance an individual's ability to access social contexts in which healthy engagement can occur and improve the ability to cope with challenging tasks that are encountered in daily living. The diversity of instructional techniques used to facilitate content mastery include guided and differentiated instruction, modeling, facilitating analysis and reflection of situations involving the appropriate and inappropriate use of key skills, presentation and discussion of positive and negative consequences of each skill, independent learning, and connecting lessons learned to the central idea of the skills being taught. These strategies are arranged in a logical order wherein the material mastered via one technique builds upon prior ones and provides a context for the next one in the instructional sequence. In most cases, it seems highly likely that students who are led through this sequence could not

fail to acquire important information about understanding and applying these skills to their own lives This important new resource will enable professionals to be more effective in assisting students with disabilities in negotiating the many challenges in making the transition from school to the world of adult living

Test Prep for CCSS Performance Tasks, Grade 6 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

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

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 of 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

How to Write a Paragraph: Revising Your Paragraph Brenda Rollins,2013-05-01 This is the chapter slice Revising Your Paragraph from the full lesson plan How to Write a Paragraph Learning to express one's thoughts in well written sentences and paragraphs is an essential skill for all students Designed to make the writing process logical and easy to learn our workbook provides opportunities for students to complete the prewriting process using various graphic organizers and introduces four of the main types of paragraph forms The learning objectives are based on Bloom's Taxonomy and you can use this material to supplement your present reading program or for independent student work Also included is a detailed implementation guide student assessment rubric word puzzles and comprehension quiz The six color graphic organizers will assist the introduction of the skill focus and in guiding your students through their successful writing process All of our content meets the Common Core State Standards and are written to Bloom's Taxonomy

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

Stronger Writing Skills for Teens Gregory Berry,2018-08-16 Stronger Writing Skills for Teens offers middle and high school teachers strategies techniques and materials for teaching adolescent writing in a variety of modes A practical and useful resource for classroom teachers the book focuses on quality writing instruction within the modes of writing as defined by Common Core State Standards Examples of student work are included to illustrate effectively designed assignments and strategies for writing and revising It includes methods for teaching vocabulary and academic language to help students improve word choice and use of language in their writing Tools for assessing and grading student writing are also included as well as suggestions and resources for effectively using writing rubrics and scoring guides Narrative expository explanatory argument and research writing are discussed with specific strategies suggested materials and ways to approach the modes Teachers will also find suggestions for helping students learn to incorporate multimodal text into their writing and successfully write in digital contexts as well as methods for helping students master timed and on demand writing

Handbook of Research on Assessment Literacy and Teacher-Made Testing in the Language Classroom White, Eddy, Delaney, Thomas,2018-11-23 The evaluation of student performance and knowledge is a critical element of an educator's job as well as an essential step in the learning process for students The quality and effectiveness of the evaluations given by educators are impacted by their ability to create and use reliable and valuable evaluations to facilitate and communicate student learning The Handbook of Research on Assessment Literacy and Teacher Made Testing in the Language Classroom is an essential reference source that discusses effective

language assessment and educator roles in evaluation design Featuring research on topics such as course learning outcomes learning analytics and teacher collaboration this book is ideally designed for educators administrative officials linguists academicians researchers and education students seeking coverage on an educator s role in evaluation design and analyses of evaluation methods and outcomes Test Prep for CCSS Performance Tasks, Grade 7 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 *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 *Ethical Leadership in Schools* Kenneth A. Strike,2006-09-07 Discover the link between ethical leadership and successful educational communities In an age of accountability and transparency principals are held responsible for everything from test scores to school finances Because of this increased accountability school leaders must regularly confront difficult ethical dilemmas Ethical Leadership in Schools teaches principals and aspiring principals the concepts that inform ethical choices in leadership roles Using brief vignettes Kenneth A Strike explores common situations that principals are likely to encounter and presents questions and issues to help them determine the ethical path As part of the Leadership for Learning initiative of the American Association of School Administrators AASA this invaluable resource clearly explains complex ideas in an accessible well illustrated manner To help resolve the dilemmas that challenge every school leader this book Guides readers through the process of making ethical decisions Bridges ethics to issues of accountability Provides scenarios that reflect the difficult choices facing principals Supplies the tools to create

ethical advice in varied contexts Examines the central principles of fair cooperation The study of ethics should emphasize what makes a school a good educational community By creating communities that are competent caring and collegial school leaders will be able to maximize their resources and meet the growing demands of accountability *Strategic Writing in History*, 2008

Improving Assessment and Evaluation Strategies on Online Learning Surjani Wonorahardjo, Sari Karmina, Habiddin, 2022-06-10 ICLI is an annual International Conference on Learning Innovation ICLI hosted by Universitas Negeri Malang Indonesia in collaboration with the Islamic Development Bank IsDB and Indonesian Consortium for Learning Innovation Research ICLIR as well as Universitas Teknologi MARA Cawangan Perlis Malaysia serving as co organizer this year The conference aims to gather researchers practitioners students experts consultants teachers and lecturers to share their insights and experiences on research not only in constructing innovations in learning but also the knowledge of learner's capability The learners who are characterized as creative and competent by having the ability to understand what they have learned and capable of taking initiative and thinking critically In addition ICLI is organized on the basis of the trend in the 21st century categorized by the increasing complexity of technology and the emergence of a corporate restructuring movement This book is the proceeding of ICLI 2021 containing a selection of articles presented at this conference as the output of the activity Various topics around education are covered in this book and some literature studies around specific topics on learning and education are covered as well This proceeding book will be beneficial to students scholars and practitioners who have a deep concern in education It is also futuristic with a lot of practical insights for students faculty and practitioners and also a description of the Indonesian educational system in today's era

Methodologies for Effective Writing Instruction in EFL and ESL Classrooms Al-Mahrooqi, Rahma, 2014-10-31 Educators continue to strive for advanced teaching methods to bridge the gap between native and non native English speaking students Lessons on written forms of communication continue to be a challenge recognized by educators who wish to improve student comprehension and overall ability to write clearly and expressively Methodologies for Effective Writing Instruction in EFL and ESL Classrooms brings together research and practices for successful written communication teaching among students of diverse linguistic backgrounds With technological advancements and resources educators are able to implement new tools into their lesson plans for the benefit of their students This publication is an essential reference source for professionals educators and researchers interested in techniques and practices for written communication in English language teaching geared towards non native English speaking students

Writing Engagement, Grade 8 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 writing a dialogue journal descriptive writing identifying prepositions writing an autobiography book reviews punctuation function words 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.

How to Write an Essay Gr. 5-8 Brenda Rollins, 2009-09-01. Take the fear out of writing essays and empower your students by giving them the tools to comprehensively express their point of view. Our resource breaks down the writing process while exploring the four different kinds of essays. Start off by learning what is an essay before using graphic organizers to help during the prewriting process. Continue this understanding with drafting by completing an informal outline. Then go into great detail when describing something with descriptive essays. Learn how to tell a story with narrative essays. Explain a difficult subject more easily with informative or expository essays. Find out how to change someone's mind with persuasive essays. Finish up the unit with revising, proofreading, and editing practice. Aligned to your State Standards and written to Bloom's Taxonomy, reproducible writing tasks, crossword, word search, comprehension quiz, and answer key are also included.

Mining Complex Text, Grades 6-12 Diane Lapp, Thomas DeVere Wolsey, Karen Wood, Kelly Johnson, 2014-10-10. How many times have you heard a picture is worth a thousand words? In this text, Lapp, Wolsey, Wood, and Johnson make a vital connection between reading words and the role of graphics. They demonstrate how teachers and students can blend the two such that great learning occurs in every classroom every day.

DOUGLAS FISHER, Coauthor of *Rigorous Reading*. Imagine you are a fourth grader reading about our solar system for the first time. Or you're a high school student asked to compare survival in Suzanne Collins's *The Hunger Games* and Elie Wiesel's *Night*. Reading complex texts of any kind is arduous, and now more than ever, students are being asked to do highly advanced thinking, talking, and writing around their reading. If only there were ingenious new power tools that could give students the space to tease apart complex ideas in order to comprehend and to weld their understandings into a new whole. Good news: such tools exist. In the two volumes *Mining Complex Texts*, Grades 2-5 and 6-12, a formidable author team shares fresh ways to use the best digital and print graphic organizers in whole class, small group, and independent learning. Big believers of the gradual release method, the authors roll out dozens of examples of dynamic lessons and collaborative work across the content areas so that we see the process of using these visual tools to help students read, reread, and take notes on a text. Promote students' oral sharing of information and their ideas. Elevate organized note making from complex texts. Scaffold students' narrative and informational writing. Move students to independent thinking as they learn to create their own organizing and note-taking systems. Gone are the days of fill-in and forget-it graphic organizers. With these two volumes, teachers and professional development leaders have a unified vision of how to use these tools to meet the demands of an information-saturated world, one in which students need to be able to sift, sort, synthesize, and apply.

knowledge with alacrity and skill

Adopting the Track of Phrase: An Mental Symphony within **Writing Rubric For 5 Paragraph Essay**

In some sort of taken by screens and the ceaseless chatter of instantaneous conversation, the melodic elegance and emotional symphony created by the published word usually disappear into the back ground, eclipsed by the constant noise and interruptions that permeate our lives. Nevertheless, located within the pages of **Writing Rubric For 5 Paragraph Essay** a stunning fictional prize overflowing with raw emotions, lies an immersive symphony waiting to be embraced. Constructed by a wonderful composer of language, that charming masterpiece conducts viewers on an emotional journey, well unraveling the hidden songs and profound impact resonating within each carefully crafted phrase. Within the depths with this touching analysis, we shall explore the book is central harmonies, analyze their enthralling publishing model, and surrender ourselves to the profound resonance that echoes in the depths of readers souls.

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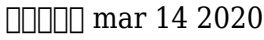
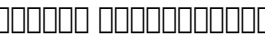
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