

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

## Argumentative Essay Rubric \_\_\_\_\_

Criteria	4	3	2	1
Develop a well-supported stance on a clearly defined argument	<ul style="list-style-type: none"> <li>Stance is stated clearly and explicitly</li> <li>Claim is supported with relevant, compelling evidence</li> <li>Writer uses 2 or 3 points of evidence (concrete+acc)</li> <li>Writing elaborates on evidence to persuade readers of its validity and the authority of the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>Stance is clearly stated</li> <li>Claim is supported with evidence, though it is not relevant or is not compelling</li> <li>Writer uses 2, or 3 points of evidence</li> <li>Writing elaborates somewhat on the evidence, or the elaboration is not very pertinent or connecting</li> </ul>	<ul style="list-style-type: none"> <li>Stance is unclear</li> <li>Writer uses 1 or 2 points of evidence which are not compelling or relevant and fail to support writer's apparent claim</li> <li>Elaboration does not establish authority for sources or validity of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Stance is unclear and there is little or no effort to use evidence to support argument throughout the essay</li> </ul>
Acknowledge and refute the counter-argument	<ul style="list-style-type: none"> <li>Acknowledge the opposition</li> <li>Writing shows why the counter-argument does not stand up to the claim supported in this essay</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledge the opposition</li> <li>Writing attempts to show why the counter-argument does not stand up to the claim, but it is not convincing</li> </ul>	<ul style="list-style-type: none"> <li>The opposition is not acknowledged</li> <li>The opposition is acknowledged, but is not refuted</li> </ul>	<ul style="list-style-type: none"> <li>The opposition is neither acknowledged nor refuted</li> </ul>
Incorporate text evidence accurately	<ul style="list-style-type: none"> <li>Name author, text title, and cite relevant passages or moments accurately</li> <li>Quotes are accurate and properly punctuated</li> <li>Paraphrased sections are credited to source</li> </ul>	<ul style="list-style-type: none"> <li>Name 1 out of 3 author, text title, and source (sometimes punctuated)</li> <li>Quotes are mostly accurate, punctuation only properly</li> <li>Paraphrased sections are most often credited to source</li> </ul>	<ul style="list-style-type: none"> <li>Name 1 out of 3 author, text title, and source (sometimes punctuated)</li> <li>Quotes are somewhat accurate, and punctuation is somewhat accurate</li> <li>Some paraphrased sections are credited to the source</li> </ul>	<ul style="list-style-type: none"> <li>Fails to use a source</li> <li>Quotes are inaccurate, not properly punctuated, or not included</li> <li>Paraphrasing is inaccurate, not credited, or not included</li> </ul>
Language Usage	<ul style="list-style-type: none"> <li>Writer expresses himself using as much his own words and voice throughout the essay (not evidence serves as support, not a feature)</li> <li>Writing maintains a formal tone/style</li> <li>Word and phrase choice is varied to avoid unnecessary repetition</li> </ul>	<ul style="list-style-type: none"> <li>Writer expresses his ideas using mostly his own words, but the evidence (other voices/people's ideas) seemed to outweigh the author's presence</li> <li>Writing is mostly formal</li> <li>Word/phrase choice is varied throughout most of the essay</li> <li>Meaning is clear throughout most of the essay</li> </ul>	<ul style="list-style-type: none"> <li>Writer's ideas seem heavily or overrepresented by others' words (not evidence is featured, rather than supporting)</li> <li>Writing is somewhat formal in tone and style</li> <li>Words and phrases are generally varied, but somewhat repetitive</li> <li>Meaning is somewhat clear</li> </ul>	<ul style="list-style-type: none"> <li>Writer's ideas and voice are unclear or buried beneath text evidence</li> <li>Writing tone/style is not formal</li> <li>Words and phrases are repeated throughout the essay</li> <li>Meaning is unclear</li> </ul>

# 7th Grade Argumentative Rubric Common Core

**Jeanette Moore Ritch**



## **7th Grade Argumentative Rubric Common Core:**

**Skill and Drill No More: Teaching Reading and Grammar in the Context of Narrative, Informative, and Argumentative Writing** Katrina Williams, 2014-08-16 Unlock the mystery behind the retention of reading writing and grammar concepts Learn how to successfully incorporate these concepts when teaching narrative informative and argumentative texts Concepts are strategically and practically embedded within the lessons and the English Language Arts Common Core Standards are emphasized Most importantly teachers will be provided with resources that can be easily utilized within the classroom Day by day lessons and graphic organizers are included with each unit study

Evidence-Based Writing, Grade 5 Sherry Howard, 2015-01-05 Evidence Based Writing for grade 5 offers 64 pages of writing practice and prompts It is aligned with the Common Core State Standards and includes a writing rubric a student writing checklist a five page writing process practice packet and pages of writing prompts to encourage higher level thinking and thoughtful writing Each writing prompt is paired with a graphic organizer to help students plan research and prewrite Specific writing types taught are opinion argumentative informative explanatory narrative and research writing Grade 5 writing prompts include world leaders good health choices voting sports programs national parks and insects The Applying the Standards Evidence Based Writing series for students in kindergarten to grade 5 emphasizes the reading writing connection by requiring students to read and use facts from literary and informational texts Various writing skills are taught in correlated activities such as prewriting drafting revising editing and publishing writing Of particular emphasis throughout the series are the Common Core State Standards and the teaching of evidence based writing *Evidence-Based Writing, Grade K* Jeanette Moore Ritch, 2015-01-05 Evidence Based Writing for kindergarten offers 64 pages of writing practice and prompts It is aligned with the Common Core State Standards and includes a writing rubric a student writing checklist a five page writing process practice packet and pages of writing prompts to encourage higher level thinking and thoughtful writing Each writing prompt is paired with a graphic organizer to help students plan research and prewrite Specific writing types taught are opinion argumentative informative explanatory narrative and research writing Kindergarten writing prompts include the perfect playground music class pet choices favorite colors and a frog s life An accompanying online resource offers samples of scored student writing The Applying the Standards Evidence Based Writing series emphasizes the reading writing connection by requiring students to read and use facts from literary and informational texts This is a series of six 64 page books for students in kindergarten to grade 5 Various writing skills are taught in correlated activities such as prewriting drafting revising editing and publishing writing Of particular emphasis throughout the series are the Common Core State Standards and the teaching of evidence based writing Argumentative Writing in a Second Language Alan R. Hirvela, Diane Belcher, 2021-12-13 Argumentative Writing in a Second Language is a collection on teaching argumentative writing offering multiple vantage points drawn from the contributors own teaching and research experiences The value of

learning how to compose argumentative texts cannot be overstated and yet very little attention has been allocated to the equally important topic of how argumentation is or can be taught in the L2 context. Thus this volume shifts attention to teachers and argumentative writing instruction especially within increasingly common multimodal and digital literacy settings. While doing so it provides a comprehensive wide ranging view of the L2 argumentative writing landscape within an instructional lens. Part I of the volume is topic oriented and focuses on explorations of important issues and perspectives while Part II features several chapters reporting classroom based studies of a variety of instructional approaches that expand our understanding of how argumentative writing can be taught. The book will be of value to pre service and in service teachers in varying instructional contexts as well as teacher educators and L2 writing scholars researchers.

**The Common Core, an Uncommon Opportunity** Judith K. March, Karen H. Peters, 2014. Because the Common Core requires bold action. Why The Common Core an Uncommon Opportunity. Why now. Because it tackles a largely overlooked component of implementation how to redesign your instructional delivery system. K-12. And you'll have to if you don't you'll be subject to the very same failure and frustration so many other districts and schools are experiencing. What's more March and Peters describe how to integrate 21st Century Skills at the very same time. It will help district leaders develop structured consistent and organized teaching and learning practices. Make district wide infrastructure adjustments for sustained reform. Use best practices for sustained achievement and continuous curriculum review.

*Literacy Assessment and Intervention for Classroom Teachers* Beverly A. DeVries, 2023-04-25. The Sixth 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 all 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. Substantively updated to reflect the needs of teachers in increasingly diverse classrooms the Sixth Edition addresses scaffolding for English language learners and the importance of using technology and online resources. It presents appropriate instructional strategies and tailored teaching ideas to help both teachers and their students. The valuable appendices feature assessment tools instructions and visuals for creating and implementing the book's more than 150 instructional strategies and activities plus other resources. New to the Sixth Edition. Up to date and in line with national state and district literacy standards this edition covers the latest shifts in teaching and the evolution of these standards. New material on equity and inclusive literacy instruction understanding the science of reading using technology effectively and reading and writing informational and narrative texts. New intervention strategies and activities are featured in all chapters and highlight a stronger technology component. Revamped companion website with additional tools videos resources and examples of teachers using assessment strategies.

**Reading, Writing, and Rigor** Nancy Boyles, 2018-04-12. What does rigor a word that frequently pops up in conversations about education really mean. More

specifically what does it mean for literacy instruction and how does it relate to challenging standards based assessments In this informative and practical guide literacy expert Nancy Boyles uses the framework from Webb s Depth of Knowledge DOK to answer these questions offering experience based advice along with specific examples of K 8 assessment items Boyles defines rigor and shows how it relates to literacy at each DOK level and explains the kind of thinking students will be expected to demonstrate She then tackles the essence of what teachers need to know about how DOK and its associated rigors are measured on standards based assessments Specifically readers learn how each DOK rigor aligns with standards text complexity close reading student interaction the reading writing connection and formative assessment Teachers coaches and administrators will find clear guidance easy to implement strategies dozens of useful teaching tools and resources and encouragement to help students achieve and demonstrate true rigor in reading and writing

**Student and Teacher Writing Motivational Beliefs** Steve Graham, Gary A. Troia, Gustaf Bernhard Uno Skar, 2024-06-21 The study of students motivational beliefs about writing and how such beliefs influence writing has increased since the publication of John Hays 1996 model of writing This model emphasized that writers motivational beliefs influence how and what they write Likewise increased attention has been devoted in recent years to how teachers motivational beliefs about writing especially their efficacy to teach writing impact how writing is taught and how students progress as writers As a result there is a need to bring together in a Research Topic studies that examine the role and influence of writing beliefs Historically the psychological study of writing has focused on what students write or the processes they apply when writing Equally important but investigated less often are studies examining how writing is taught and how teachers efforts contribute to students writing What has been less prominent in the psychological study of writing are the underlying motivational beliefs that drive or inhibit students writing or serve as catalysts for teachers actions in the classroom when teaching writing This Research Topic will bring together studies that examine both students and teachers motivational beliefs about teaching writing This will include studies examining the operation of such beliefs how they develop cognitive and affective correlates how writing motivational beliefs can be fostered and how they are related to students writing achievement By focusing on both students and teachers beliefs the Research Topic will provide a more nuanced and broader picture of the role of motivation beliefs in writing and writing instruction This Research Topic includes papers that address students motivational beliefs about writing teachers motivational beliefs about writing or teaching writing Students motivational beliefs about writing include beliefs about the value and utility of writing writing competence attitudes toward writing goal orientation motives for writing identity epistemological underpinnings writing and attributions for success failure as examples Teacher motivational include these same judgements as well as beliefs about their preparation and their students competence and progress as writers to provide additional examples This Research Topic is interested in papers that examine how such beliefs operate develop are related to other cognitive and affective variables how they are impacted by instruction and how they are

related to students writing performance Submitted studies can include original research both quantitative qualitative or mixed methods meta analysis and reviews of the literature

### **Evidence-Based Writing, Grade 3**

Nancy R. Bosse, 2015-01-05 Evidence Based Writing for grade 3 offers 64 pages of writing practice and prompts It is aligned with the Common Core State Standards and includes a writing rubric a student writing checklist a five page writing process practice packet and pages of writing prompts to encourage higher level thinking and thoughtful writing Each writing prompt is paired with a graphic organizer to help students plan research and prewrite Specific writing types taught are opinion argumentative informative explanatory narrative and research writing Grade 3 writing prompts include active lifestyle machines at work endangered animals literature and the Trail of Tears An accompanying online resource offers samples of scored student writing The Applying the Standards Evidence Based Writing series emphasizes the reading writing connection by requiring students to read and use facts from literary and informational texts This is a series of six 64 page books for students in kindergarten to grade 5 Various writing skills are taught in correlated activities such as prewriting drafting revising editing and publishing writing Of particular emphasis throughout the series are the Common Core State Standards and the teaching of evidence based writing

### **Evidence-Based Writing, Grade 1**

Pearson, 2015-01-05 Evidence Based Writing for grade 1 offers 64 pages of writing practice and prompts It is aligned with the Common Core State Standards and includes a writing rubric a student writing checklist a five page writing process practice packet and pages of writing prompts to encourage higher level thinking and thoughtful writing Each writing prompt is paired with a graphic organizer to help students plan research and prewrite Specific writing types taught are opinion argumentative informative explanatory narrative and research writing Grade 1 writing prompts include national parks favorite toys trees meal choices and playground games The Applying the Standards Evidence Based Writing series emphasizes the reading writing connection by requiring students to read and use facts from literary and informational texts This is a series of six 64 page books for students in kindergarten to grade 5 Various writing skills are taught in correlated activities such as prewriting drafting revising editing and publishing writing Of particular emphasis throughout the series are the Common Core State Standards and the teaching of evidence based writing

### **Evidence-Based Writing, Grade 4**

Christine Schwab, 2015-01-05 Evidence Based Writing for grade 4 offers 64 pages of writing practice and prompts The book is aligned with the Common Core State Standards and includes a writing rubric a student writing checklist a five page writing process practice packet and pages of writing prompts to encourage higher level thinking and thoughtful writing Each writing prompt is paired with a graphic organizer to help students plan research and prewrite Specific writing types taught are opinion argumentative informative explanatory narrative and research writing Grade 4 writing prompts include bullying first ladies the Underground Railroad UFOs making decisions and roller coasters An accompanying online resource offers samples of scored student writing The Applying the Standards Evidence Based Writing series emphasizes the reading writing connection by requiring students to read and use facts from

literary and informational texts This is a series of six 64 page books for students in kindergarten to grade 5 Various writing skills are taught in correlated activities such as prewriting drafting revising editing and publishing writing Of particular emphasis throughout the series are the Common Core State Standards and the teaching of evidence based writing

*Evidence-Based Writing, Grade 2* Spencer, 2015-01-05 Evidence Based Writing for grade 2 offers 64 pages of writing practice and prompts It is aligned with the Common Core State Standards and includes a writing rubric a student writing checklist a five page writing process practice packet and pages of writing prompts to encourage higher level thinking and thoughtful writing Each writing prompt is paired with a graphic organizer to help students plan research and prewrite Specific writing types taught are opinion argumentative informative explanatory narrative and research writing Grade 2 writing prompts include spending money video games the perfect pet Rosa Parks healthy bodies and types of homes The Applying the Standards Evidence Based Writing series emphasizes the reading writing connection by requiring students to read and use facts from literary and informational texts This is a series of six 64 page books for students in kindergarten to grade 5 Various writing skills are taught in correlated activities such as prewriting drafting revising editing and publishing writing Of particular emphasis throughout the series are the Common Core State Standards and the teaching of evidence based writing

**Inside Education** Stephen O'Brien, 2015-12-22 To learn more about learning what it is and how it works it is necessary to look inside education Inside Education takes the reader on a journey of four live education projects the first all Irish speaking mixed gendered multi faith primary school in the Republic of Ireland ideally suited to exploring learning identity an alternative post primary school for those who leave or are left behind by the formal education system also based in the Republic of Ireland and ideally suited to exploring personal learning an early college school that enables students to simultaneously sit their high school diploma and college exams based in Queens New York and ideally suited to exploring learning success and an adult education training centre that works with landless movement members based in Brazil and ideally suited to exploring learning power Using a critical ethnography approach each research narrative naturally unfolds enfolds to tell a more complete learning story All those interested in education are primed readers By re viewing their own learning outlook they may begin to advance deeper critical ideas and debates in education They may come to re represent education reminding public consciousness of its human stories as well as its curious intricate and powerful qualities And they may re discover other roads to raise a scholar Teachers educational researchers parents and guardians will be particularly interested readers Inside Education is a thought provoking challenging and revealing journey inside the world of education and learning Its exploration of school and classroom practices in a range of different settings provides important insights into how we learn a central aspect of our education system which remains overlooked and understudied In doing so it lays down a challenge to policy makers and educators everywhere to think differently about the way we learn and ultimately help students fulfil their real potential Carl O'Brien Chief Reporter for The Irish Times Inside Education is a stunning example of

passionate scholarship that nonetheless refuses a redemptionist stance The ethnography captures people and contexts and draws the reader into the four sites of learning in fluent and lyrical prose This is facilitated by the extensive use of research notes deploying historical comparative literary artistic and scholarly sources Denis O Sullivan Emeritus Professor of Education University College Cork Ireland      *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

**Developing Core Literacy Proficiencies, Grade 7** Odell Education,2016-08-09 The Developing Core Literacy Proficiencies program is an integrated set of English Language Arts Literacy units spanning grades 6-12 that provide student centered instruction on a set of literacy proficiencies at the heart of the Common Core State Standards CCSS Reading Closely for Textual Details Making Evidence Based Claims Making Evidence Based Claims about Literary Technique Grades 9-12 Researching to Deepen Understanding Building Evidence Based Arguments The program approaches literacy through the development of knowledge literacy skills and academic habits Throughout the activities students develop their literacy along these three paths in an integrated engaging and empowering way Knowledge The texts and topics students encounter in the program have been carefully selected to expose them to rich and varied ideas and perspectives of cultural significance These texts not only equip students with key ideas for participating knowledgeably in the important discussions of our time but also contain the complexity of expression necessary for developing college and career ready literacy skills Literacy Skills The program articulates and targets instruction and assessment on twenty CCSS aligned literacy skills ranging from making inferences to reflecting critically Students focus on this set of twenty skills throughout the year and program continually applying them in new and more sophisticated ways Academic Habits The program articulates twelve academic habits for students to develop apply and extend as they progress through the sequence of instruction Instructional notes allow teachers to introduce and discuss academic habits such as preparing and completing tasks that are essential to students success in the classroom The program materials include a comprehensive set of instructional sequences teacher notes handouts assessments rubrics and graphic organizers designed to support students with a diversity of educational experiences and needs The integrated assessment system centered around the literacy skills and academic habits allows for the coherent evaluation of student literacy development over the course of the year and vertically across all grade levels      **Mapping Comprehensive Units to the ELA Common Core Standards, 6-12** Kathy Tuchman Glass,2013-05-09 Your blueprint for skilled Common Core literacy alignment This all in one instructional resource is your best guide to building high quality



CCCS aligned curriculum units across Grades 6-12 easily manageably and effectively Master teacher Kathy Tuchman Glass provides thorough explanations and step by step exercises and templates centered around key CCCS ELA concepts to help you Challenge and engage students in all content areas using the CCCS ELA framework Use existing curriculum and materials to design new CCCS aligned units of study Identify CCCS ELA essential understandings for informational text evidence based writing and other critical competencies Conduct resource rich workshops and professional development

**Hydropower Efficiency, Grade 4** Carla C. Johnson, Janet B. Walton, Erin Peters-Burton, 2024-04-22 What if you could challenge your fourth graders to create a minimally invasive highly efficient dam With this volume in the STEM Road Map Curriculum Series you can Hydropower Efficiency outlines a journey that will steer your students toward authentic problem solving while grounding them in integrated STEM disciplines Like the other volumes in the series this book is designed to meet the growing need to infuse real world learning into K-12 classrooms This interdisciplinary four lesson module uses project and problem based learning to help students create a highly efficient dam that has a minimal impact on the environment Students will explore the use of natural resources to provide energy needs specifically hydropower while exploring the workings of watermills wind turbines and generators to help build an understanding of the effects of dams In creating their dam they will learn about the various types of alternative hydropower sources including wave and tidal power and track the progress of electrification in the U.S. on a timeline alongside researching the positive and negative consequences of hydropower To support this goal students will do the following Use the engineering design process EDP to create a design for a dam wind turbine and water wheel Compare and contrast renewable power sources Evaluate power sources for efficiency Identify positive and negative consequences of human modifications of the environment Identify and describe how several sources of renewable energy are used across the U.S. Use mapping skills to determine where natural resources are being accessed for energy usage Effectively utilize shapes materials and measurements to create a model of a hydropower system The STEM Road Map Curriculum Series is anchored in the Next Generation Science Standards the Common Core State Standards and the Framework for 21st Century Learning In depth and flexible Hydropower Efficiency can be used as a whole unit or in part to meet the needs of districts schools and teachers who are charting a course toward an integrated STEM approach *Academic Language in Diverse Classrooms: English Language Arts, Grades 6-8* Margo Gottlieb, Gisela Ernst-Slavits, 2013-10 This title offers guidance to educators in how to target academic language in planning for student learning as states undergo the implementation of the Common Core and corresponding English language proficiency standards in preparation for the upcoming consortia led assessments *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 *Big6, Large and in Charge* Annette C.H. Nelson, Danielle N. DuPuis, 2013-03-21 This book helps teachers and teacher librarians effectively collaborate to teach students the concept of the Big6 and complete research projects in meaningful and memorable ways Utilizing the popular and familiar illustrated graphic novel format that appeals to young learners Big6 Large and in Charge Project Based Information Literacy Lessons for Grades 3 6 is a book of collaborative unit plans for teacher librarians and teachers that includes all the reproducible materials needed to implement the units The units are based around the Common Core State Standards AASL Standards for the 21st Century Learner and other national content standards Developed by two library media specialists with extensive experience in creating educational and entertaining lesson plans for teachers the book takes the concept of Big6 a step further by transforming the process into an engaging character who drops in to help students solve the problems The exercises presented are based on interesting realistic situations and are specifically designed to encourage critical thinking

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