

**Directions:** Your essay will be graded based on this rubric. Consequently, use this rubric as a guide when writing your essay and check it again before you submit your essay.

Traits	4	3	2	1
<b>Focus &amp; Details</b>	There is one clear, well-focused topic. Main ideas are clear and are well supported by detailed and accurate information.	There is one clear, well-focused topic. Main ideas are clear but are not well supported by detailed information.	There is one topic. Main ideas are somewhat clear.	The topic and main ideas are not clear.
<b>Organization</b>	The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.	The introduction states the main topic and provides an overview of the paper. A conclusion is included.	The introduction states the main topic. A conclusion is included.	There is no clear introduction, structure, or conclusion.
<b>Voice</b>	The author's purpose of writing is very clear, and there is strong evidence of attention to audience. The author's extensive knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is some evidence of attention to audience. The author's knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is evidence of attention to audience. The author's knowledge and/or experience with the topic is/are limited.	The author's purpose of writing is unclear.
<b>Word Choice</b>	The author uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.	The author uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone.	The author uses words that communicate clearly, but the writing lacks variety.	The writer uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning.
<b>Sentence Structure, Grammar, Mechanics, &amp; Spelling</b>	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling.	Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	Sentences sound awkward, are distinctly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.
<b>Reviewer's Comments</b>				

# Read Write Think Research Paper Rubric

**Victoria Pontzer Ehrhardt**



## **Read Write Think Research Paper Rubric:**

*Reading, Writing, and Thinking* Paul L. Thomas, Joe Kincheloe, 2006-01-01 In a world gone mad with standardized curricula and the degradation of the profession of teaching P L Thomas and Joe Kincheloe attempt to bring sanity back to the discussion of the teaching of some of the basic features of the educational process In *Reading Writing and Thinking The Postformal Basics* the authors take on the rational irrationality of current imperial pedagogical practices providing readers with provocative insights into the bizarre assumptions surrounding the contemporary teaching of reading writing and thinking The authors are obsessed with producing an accessible book for multiple audiences parents teachers scholars of education that moves beyond critique to a new domain of the social and educational imagination Readers of Thomas and Kincheloe s book embark on a mind trip beginning with what is and moving to the realm of what could be In this context they introduce readers to a critical theory of thinking postformalism that moves the social and educational conversation to a new terrain of individual and social consciousness Tired of the same educational policies and solutions in the teaching of reading writing and thinking the authors become socio psychic explorers who move readers past the boundaries of contemporary pedagogical perception [35 Rubrics and Checklists to Assess Reading and Writing](#) Adele Fiderer, 1998 Drawing on her extensive experience as a teacher the author shares quick clear and easy rubrics for accessing students work These ideas will help students learn the qualities of a good performance and give parents a detailed picture of their children s progress

*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

*Read, Write, Lead* Regie Routman, 2014-06-17 Literacy is a skill for all time for all people It is an integral part of our lives whether we are students or adult professionals Giving all educators the breadth of knowledge and practical tools that help students strengthen their literacy skills is the focus of *Read Write Lead* Drawing on her experience as a mentor teacher reading specialist instructional coach and staff developer author Regie Routman offers time tested advice on how to develop a schoolwide learning culture that leads to more effective reading and writing across the curriculum She explains how every

school including yours can implement instructional practices that lead to better engagement and achievement in reading and writing for all students from kindergarten through high school including second language and struggling learners build Professional Literacy Communities of educators working together to create sustainable school change through professional learning based on shared beliefs reduce the need for intervention through daily practices that ensure success even for our most vulnerable learners and embed the language of productive feedback in responsive instruction conferences and observations in order to accelerate learning for students teachers and leaders In their own voices teachers principals literacy specialists and students offer real life examples of changes that led to dramatic improvement in literacy skills and perhaps just as important increased joy in teaching and learning Scattered throughout the book are Quick Wins ideas and actions that can yield positive affirming results while tackling the tough work of long term change

**Anthem Critical Thinking and Writing Skills** Victoria Pontzer Ehrhardt, 2011 Anthem Critical Thinking and Writing Skills An Introductory Guide helps readers in the process of critical thinking and persuasive speaking and writing The concepts of critical thinking and evaluation are presented in a clear easy to understand format Students learn how to form a proposition identify issues gather evidence and process an argument Logic games puzzles and real life examples ask students to evaluate how we evaluate analyze and decide Then a more formal look at induction and deduction challenges students to practice higher level thinking skills such as the use of analogies for evaluation and working through syllogisms to process ideas Instruction is included on processing a formal persuasive paper Readers can have some literary logic fun by analyzing old standards like Love is a Fallacy and the persuasive love poem The Passionate Shepherd Short chapters and clear practice exercises make the book easy to use as a basic or supplemental text

**Using Formative Assessment to Differentiate Middle School Literacy Instruction** Leslie Laud, Pooja Patel, 2012-11-28 We all recognize the countless benefits of differentiated instruction The challenge is in its implementation Faced with a classroom of 25 students each with very different needs how can we possibly keep every student on track and motivated Through formative assessment and efficient follow up instruction This start to finish guide will show you how through seven classroom tested practices for maximizing student learning Experts on this subject Leslie Laud and Pooja Patel demonstrate how to Establish new classroom norms Involve students in the use of assessment data and feedback to inform their next steps Clarify end of unit criteria to help map learning progression Apply assessment data to group students for tiered activities Differentiate assignments based on student readiness characteristics and interest Best of all Using Formative Assessment to Differentiate Middle School Literacy Instruction is packed with vignettes sample worksheets and charts to assist you through each step in the process Armed with this tool kit you ll quickly discover new ways to keep all students engaged in their learning Book jacket

**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.

Research Anthology on Developments in Gamification and Game-Based Learning Management Association, Information Resources, 2021-11-26. Technology has increasingly become utilized in classroom settings in order to allow students to enhance their experiences and understanding. Among such technologies that are being implemented into course work are game-based learning programs. Introducing game-based learning into the classroom can help to improve students' communication and teamwork skills and build more meaningful connections to the subject matter. While this growing field has numerous benefits for education at all levels, it is important to understand and acknowledge the current best practices of gamification and game-based learning and better learn how they are correctly implemented in all areas of education. The Research Anthology on Developments in Gamification and Game-Based Learning is a comprehensive reference source that considers all aspects of gamification and game-based learning in an educational context, including the benefits, difficulties, opportunities, and future directions. Covering a wide range of topics, including game concepts, mobile learning, educational games, and learning processes, it is an ideal resource for academicians, researchers, curricula developers, instructional designers, technologists, IT specialists, education professionals, administrators, software designers, students, and stakeholders in all levels of education.

Literacy and Learning in the Content Areas Sharon Kane, 2017-07-05. The 3rd Edition of Literacy Learning in the Content Areas helps readers build the knowledge, motivation, tools, and confidence they need as they integrate literacy into their middle and high school content area classrooms. Its unique approach to teaching content area literacy actively engages preservice and practicing teachers in reading and writing and the very activities that they will use to teach literacy to their own students in middle and high school classrooms. Rather than

passively learning about strategies for incorporating content area literacy activities readers get hands on experience in such techniques as mapping webbing anticipation guides booktalks class websites and journal writing and reflection Readers also learn how to integrate children s and young adult literature primary sources biographies essays poetry and online content communities and websites into their classrooms Each chapter offers concrete teaching examples and practical suggestions to help make literacy relevant to students content area learning Author Sharon Kane demonstrates how relevant reading writing speaking listening and visual learning activities can improve learning in content area subjects and at the same time help readers meet national content knowledge standards and benchmarks      *Teaching Reading* Barbara M. Taylor,P. David Pearson,2005-04-11 This vol explores reading practices in sch s where at risk stud s beat the odds in learning to read Some chapters take a broad view compar practices across sch s classrooms while others deal with the story of a single project over multiple sites      **Design Thinking Research** Hasso Plattner,Christoph Meinel,Larry Leifer,2016-08-26 This book summarizes the results of Design Thinking Research carried out at Stanford University in Palo Alto California USA and at the Hasso Plattner Institute in Potsdam Germany Offering readers a closer look at Design Thinking its innovation processes and methods the book covers topics ranging from how to design ideas methods and technologies to creativity experiments and wicked problem solutions to creative collaboration in the real world and the interplay of designers and engineers But the topics go beyond this in their detailed exploration of Design Thinking and its use in IT systems engineering fields or even from a management perspective The authors show how these methods and strategies actually work in companies introduce new technologies and their functions and demonstrate how Design Thinking can influence such unexpected topics as marriage Furthermore readers will learn how special purpose Design Thinking can be used to solve wicked problems in complex fields Thinking and devising innovations are fundamentally and inherently human activities so is Design Thinking Accordingly Design Thinking is not merely the result of special courses nor of being gifted or trained it s a way of dealing with our environment and improving techniques technologies and life      *Teaching for Deep Comprehension* Linda J. Dorn,Carla Soffos,2005 Discusses reading comprehension and offers ways for teachers to develop it in their students exploring the cognitive and social aspects of comprehension while viewing it as an active process      *Reading, Writing, and Thinking in Education* ,1989      **Resources in Education** ,2001-10      *Educating Literacy Teachers Online* Lane W. Clarke,Susan Watts-Taffe,2014-12-04 This book is a comprehensive guide for literacy teacher educators and professional development trainers who teach and work in online settings The authors provide tools techniques and resources for developing courses workshops and other online learning experiences including blended hybrid delivery formats that combine face to face meetings with online practices Moving away from traditional discussions in which technology and delivery systems dominate the conversation this book focuses on the literacy instructor with techniques for building effective learning communities The authors outline the unique pedagogical challenges posed by online courses and offer guidance for making

decisions about what tools to use for specific instructional purposes More than simply a how to book this resource will encourage novice and experienced instructors to extend their thinking and enable online literacy teacher education to grow in productive ways Book Features Support for those teaching in many different roles including program coordinators professors and adjuncts A focus on pedagogical innovation as the key to success with concrete examples of instructional and assessment practices Connections to the IRA Standards for Reading Professionals and other national standards for teacher education A companion website where online literacy teacher educators can communicate and share resources Be prepared to experience a compelling journey This might very well be the book that inspires you like me to find a trusted colleague take a few risks and begin your own journey toward moving a literacy course or whole program online From the Foreword by Julie Coiro University of Rhode Island Lane W Clarke is assistant professor and literacy concentration leader in the Education Department of the University of New England Susan Watts Taffe is associate professor and coordinator of the Reading Endorsement program at the University of Cincinnati

**Educating About Social Issues in the 20th and 21st Centuries**

**Vol 1** Samuel Totten, Jon Pedersen, 2012-04-01 Educating About Social Issues in the 20th and 21st Centuries A Critical Annotated Bibliography is comprised of critical essays accompanied by annotated bibliographies on a host of programs models strategies and concerns vis vis teaching and learning about social issues facing society The primary goal of the book is to provide undergraduate and graduate students in the field of education professors of education and teachers with a valuable resource as they engage in research and practice in relation to teaching about social issues In the introductory essays authors present an overview of their respective topics e g The Hunt Metcalf Model Science Technology Science Genocide Education In doing so they address among other concerns the following key theories goals objectives and the research base Many also provide a set of recommendations for adapting and or strengthening a particular model program or the study of a specific social issue In the annotated bibliographies accompanying the essays authors include those works that are considered classics and foundational They also include research and practice oriented articles Due to space constraints the annotated bibliographies generally offer a mere sampling of what is available on each approach program model or concern The book is composed of twenty two chapters and addresses an eclectic array of topics including but not limited to the following the history of teaching and learning about social issues George S Counts and social issues propaganda analysis Harold Rugg s textbook program Hunt and Metcalf s Reflective Thinking and Social Understanding Model Donald Oliver James Shaver and Fred Newmann s Public Issues Model Massialas and Cox Inquiry Model the Engle Ochoa Decisionmaking Model human rights education Holocaust education education for sustainability economic education global education multicultural education James Beane s middle level education integrated curriculum model Science Technology Society STS addressing social issues in the English classroom genocide education interdisciplinary approaches to incorporating social issues into the curriculum critical pedagogy academic freedom and teacher education

**Raising Reading Achievement**

**in Middle and High Schools** Elaine K. McEwan, Elaine K. McEwan-Adkins, 2006-09-26 Strengthen student literacy achievement in middle and high schools In response to the No Child Left Behind Act NCLB raising literacy levels in secondary schools has taken on a new urgency Recognized literacy author Elaine K McEwan focuses her revised second edition on enhancing the five big ideas for raising reading achievement with seven cognitive strategies of highly effective readers and more than twenty research based teaching for learning tips to infuse into daily content instruction Featuring reflection and discussion questions for reinforcement this indispensable guide demonstrates how to improve students literacy with these five teacher friendly strategies Focus on changing what you can change Teach the students who can t read how to read Teach every student how to read to learn Motivate all students to read more to read increasingly more challenging books and to be accountable for what they read Create a reading culture in your school With new programs designed for adolescent learners this update provides suggestions and developmental tools to effectively strengthen reading curriculum and instruction Reading specialists special education teachers literacy coaches intervention specialists and central office administrators can also use this essential tool for evaluating middle and high school reading programs and formulating school and district improvement goals

**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

**Rebuilding Research Writing** Nanci Werner-Burke, Karin Knaus, Amy Helt DeCamp, 2014-02-24 Our students must become skilled at finding answers and using information to succeed in college careers and daily life Using inquiry writing and technology to infuse passion into the classroom research paper motivates students and results in deeper learning In this practical research based book authors Werner Burke Knaus and DeCamp encourage you to toss the old index cards and jump start the classroom research paper so that it is more meaningful manageable and effective Explore innovative ways to help students find engaging topics collect and evaluate information and write rethink and revise to truly impact their audience The book is filled with tools and student samples to help you implement the ideas in your own classroom Special Features Clear connections to the Common Core State Standards Ready



to use classroom handouts for different stages of the research process A handy appendix featuring a sample research project timeline and rubric Helpful examples of real student work and assessments Research based foundations that guide and inform how the process unfolds and why it works     *The Focus Factor* James A. Bellanca, 2015-04-25 Featuring practical how to classroom examples this teacher friendly introduction examines the importance of an essential set of thinking skills that supports the Common Core State Standards and future success for students in 21st century life school and work Starting with cognitive psychologist Reuven Feuersteins pioneering Theory of Mediated Learning the author provides a rationale for teaching skills that focuses on deeper learning and connects to CCSSs These include distinguishing what is important from what is not thinking critically and creatively sorting and searching information connecting ideas and problem solving Each chapter introduces the what the why and the how to do it for explicit intentional incorporation of specific content crossing competencies The text is designed to make it easy for teachers to integrate the development of important cognitive functions into their daily lessons

## The Enigmatic Realm of **Read Write Think Research Paper Rubric**: Unleashing the Language is Inner Magic

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